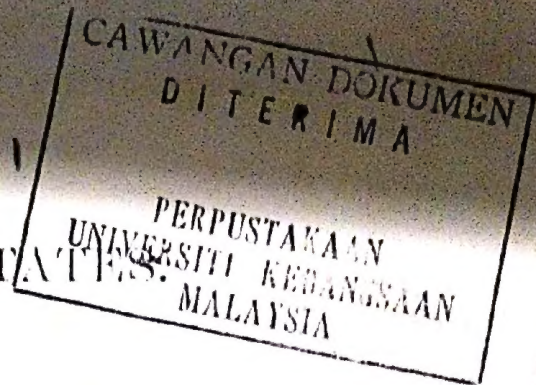


FEDERATED MALAY STATES



ANNUAL REPORT  
OF THE  
EDUCATION DEPARTMENT  
FOR THE YEAR

1933

BY  
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## FEDERATED MALAY STATES.

ANNUAL REPORT ON EDUCATION IN THE  
FEDERATED MALAY STATES FOR THE  
YEAR 1933.

## PART I.

## PREFACE.

## HISTORY.

The Federated Malay States is a Federation of the States of Perak, Selangor, Negri Sembilan and Pahang. The relations of Great Britain with them date from the year 1818, when an agreement was made between the Governor of Penang and the Sultan of Perak by which the British were allowed free trade with the latter's State. In 1825 the boundary of Perak and Selangor was settled by a British arbitrator, and in 1826 the Burney Treaty with Siam provided for the independence of these two States. The policy of the British Government was, however, one of the strictest non-intervention until 1873 when disturbances arising from the rivalry of two powerful clans of Chinese miners in the Larut district of Perak assumed such proportions that intervention could no longer be avoided. The Chinese stockades were destroyed and the State of Perak was taken under British protection. The Treaty of Pangkor, signed in 1874, provided for the maintenance of a British Resident and an Assistant Resident whose advice was to be followed in all matters other than those of religion or custom.

In Selangor, at this time, civil war was raging between rival factions of the royal house and pirates were active on the coast. The capture of a Malacca trading ship and the murder of her crew and passengers formed the subject of an enquiry by the Governor of the Straits Settlements and the result was the acceptance of British protection by the Sultan of Selangor in 1874.

Refugees from Selangor moved into the neighbouring State of Sungei Ujong whose chief, warned by the Straits Settlements Government, expelled them and thereby incurred unpopularity with the Rulers of the other small adjacent States. He sought British assistance and accepted a British Resident. One by one the other small States also accepted British administration and in 1898 a confederation called Negri Sembilan (The Nine States) was formed under the titular headship of the Yang-di-pertuan of Sri Menanti with a single British Resident.

In 1887 a treaty was concluded with the State of Pahang, which lies on the East of the Peninsula, providing for British assistance in the event of external attack and for the appointment of a British Agent; in 1888 a British Resident was accepted.



In 1895, Perak, Selangor, Negri Sembilan and Pahang were united by a Treaty of Federation, and there is now a Federal Government with its head-quarters in Kuala Lumpur in the State of Selangor.

#### GROWTH OF THE EDUCATION DEPARTMENT.

Perak, the premier State of the Federation, had had a schoolmaster as Inspector of Schools as early as 1890. In 1897 the post of Federal Inspector of Schools was created, its holder to be an inspecting officer who should interfere as little as possible with local administration.

In 1906 this Federal Inspectorship was abolished and control of education in the Straits Settlements and the Federated Malay States was vested in one officer, a civil servant, styled Director of Education. The Inspectors in the four States of the Federation remain officers in charge of State Education Departments to this day, but the new post at once secured a due measure of uniformity in administration and in educational aims. The first move by the Director was to get schoolmasters as Inspectors of Schools for Selangor and Negri Sembilan. The work in those States had hitherto been done by Cadets of the Civil Service, who were not officers of the Education Department and were being frequently transferred. The change of system created a permanent expert inspectorate, though it was not till Pahang got an Inspector in 1913 that every State in the Federation had its own local Inspector.

As the schools, English and Malay, grew in number and efficiency, the heavier and more specialized became the work of the administrative staff. The public became more and more keenly interested in the aims of the department. The Malay Rulers turned to education to equip their subjects to hold their own against the educated Indian and the intellectual and energetic Chinese. Accordingly in 1916 a new post of Assistant Director in charge of Malay vernacular education in the Straits Settlements and Federated Malay States was created and, as the comparatively small Education Department could not provide a suitable officer, it was given at first to a member of the Civil Service chosen for his knowledge of the Malay language and the Malay mind. This appointment led to a thorough organization of administrative machinery for the betterment of Malay education. Later a Lady Supervisor of Malay Girls' Schools was appointed. In the Estimates for 1919 the insertion of another most important new post, that of a Chief Inspector of English Schools, marked on the English side also the beginning of a new phase, when the present Inspectors must tend to become more and more purely administrative officials and the work of inspection pass into less occupied hands. The employment of Art Masters and Superintendents of Physical Education, officers who are engaged in training local teachers and inspecting the work of all schools in their own subjects, marks a further step on the road towards specialization. In 1924 there was appointed an Assistant Director of Education for



Chinese schools (with a trained staff) in charge of the registration and inspection of all Chinese vernacular schools. Since 1st January, 1931, there have been two Assistants, one of whom is in charge of Chinese schools in the Federated Malay States and the other of the Chinese schools in the Straits Settlements. In 1930 a British Inspector of Tamil Schools with a knowledge of Tamil was appointed, but in 1932, on the death of the holder, the post was temporarily, if not permanently, abolished as a measure of retrenchment.

The sphere of the Education Department is the Straits Settlements and the Federated Malay States. Of the Unfederated States, Johore and Kedah at one time had their own Superintendents of Education. In recent years, however, their European Masters have been borrowed from the cadre of the Education Department, which at all times is ready, when asked, to assist any of these States with the loan of officers, with advice, or in any way desired. The Unfederated State of Kelantan borrowed an officer in 1931 to act as its Superintendent of Education but was compelled by the financial situation to return him in 1932.

#### GOVERNMENT AND AIDED SCHOOLS.

In the Straits Settlements before 1870, the Government controlled neither English nor vernacular education and was content merely to subsidize a few schools. After the appointment of an Inspector of Schools in 1872, schools of two classes were defined: the first, schools managed and financed by Government, which took the fees; the second, schools controlled by private bodies, which received from Government grants-in-aid awarded till 1899 on individual passes. In that year a new Code was drawn up basing grants on the number of children in average attendance, the number presented for inspection and the general standard of efficiency attained. In addition to a principal grant for every child presented, minor grants for discipline and organization were allowed for every pupil in average attendance, and there were grants for needlework in girls' schools and for each pass in an extra subject for pupils who had passed Standard VII. The Commission appointed in 1902 praised the 1899 Code but suggested a few changes, one to secure efficiency in pupil-teachers and limit their number, and the most important to emphasize differentiation between grants for schools of various grades, an increase in the rate being recommended for the best schools and a substantial reduction in the rate for inferior schools. In 1906 a revision of the Code authorized a principal grant for every pupil not over 10 years of age presented for examination in an infant class, a step designed to weed out over-age pupils and provide money for efficient teachers capable of giving a good ground-work in English. In 1908 another Code was drawn up. Surprise visits took the place of a formal annual inspection and only Standards IV and VII were individually examined by the inspecting officer. Grants were based entirely on average attendance and varied according to the grade in which a school



or part of a school was placed. The most important point was that one educational system was prescribed for the Straits Settlements and the Federated Malay States. In 1914 the Code was further revised, and a severer test in English was demanded. The principle underlying all these Codes was identical. No attempt was made to reconcile the credit and debit sides of the accounts of aided schools. The Government gave grants to encourage certain standards of educational efficiency and laid down rules to see that it was getting value for its money. Grants were annual and paid on the report on a school for the previous year.

The Commission of 1902 found that at that time the expenditure of most schools under private management was entirely or nearly covered by the Government grant and school fees. But even then this was true only of schools conducted by missionary bodies, whose members gave their services as teachers for nothing or for less than the market rate. By that year, however, "the Straits Settlements had acquired a bad name in English scholastic circles" and European masters were hard to recruit. Local teachers were worse paid than Government clerks. Lack of funds led to quite inferior staffs in the aided schools.

To meet the higher cost of maintenance owing to the war, the Government increased the grants-in-aid given under the Code by 25 per cent. But an Educational Conference held in 1918 resolved "that the Government be requested to give such financial help to the aided schools as will enable them to pay to their teachers as high salaries as are paid to teachers in Government schools and to make provision for adequate retiring allowances". Moreover all the missionary bodies represented individually their financial distress to Government and in 1919 a committee was appointed to consider the problem.

The 1919 Committee condemned the old system as limiting the amount of a grant and so of a school's expenditure by the number of pupils earning a grant; as restricting a low grade school to a low grant and so depriving it of the financial means for improvement in staff and equipment; as giving Government only indirect control over the expenditure of its grants, and as a system which to be equitable would require continual, possibly annual, revision. It recommended instead that the aided schools should annually submit estimates for the following year and Government contribute monthly the difference between their revenue and approved expenditure, all accounts being audited by the Education Department. It suggested also that Government should consider a provident fund for teachers in such aided schools as applied for its institution. The Straits Settlements and the Federated Malay States both accepted these proposals, which, except in the matter of pensions, put the aided school lay teacher exactly on the footing of his Government colleague.

Government undertook to pay Government rates for the lay staff, to defray the passage money and half pay of European teachers proceeding on leave, rates and taxes on school premises, and the cost of minor repairs, furniture and equipment. The



aided schools were no longer treated as a cheaper means of providing education than Government establishments, but recognized as part of the scholastic system of Malaya to be preserved for the healthy rivalry and competition they afford. The only item in their expenditure (besides pensions) which remained less than that in Government schools was the salaries of missionary teachers.

The increase in cost involved by the new system was enormous. In 1921 the amount paid in grants to English aided schools was \$431,632 (£50,357). In 1917 it had been \$115,338 (£13,456).

It is hardly surprising that the two Governments began to wonder if they had not been rashly generous. Accordingly in 1921 another Committee of Enquiry was appointed. Its report was a complete vindication of the change. It recommended certain minor modifications to make for smoother administrative working. It suggested that European missionary teachers, who are graduates of British Universities and devote all their time to their schools, should be paid at Government rates and that Government should defray half-pay leave for missionary teachers. It recommended that Government should pay half the cost of new buildings and of structural repairs to old. And it recommended central classes for the study of science, which entails laboratories and a specialized staff. Appointed to criticize, it found it had to bless the new system.

In 1932, owing to the financial depression, Government appointed another Committee to enquire into the system of educational grants-in-aid. The Committee while supporting the existing system recommended certain economies, notably a reduction in the rates of salary for missionary teachers and in the capitation grant. The Committee also recommended that the number of missionary teachers employed in aided schools should not exceed 50 per cent. of the total staff and also that an age limit for both missionary and lay teachers should be introduced.

The report of the Committee was adopted with certain modifications by Government and effect will be given to its recommendations from 1st January, 1934.

The amount of grants asked for hitherto for vernacular schools, though at first negligible, has lately grown to an appreciable sum.

#### THE ENGLISH SCHOOLS.

The English schools are schools in which English is the medium of instruction. Few of the pupils are English-speaking when they join and the lowest class may be composed of children speaking between them some seven or eight different languages or dialects, those speaking one language or dialect being generally quite unable to understand those speaking any of the others. In the circumstances the use of the "Direct Method" of teaching English is practically obligatory. Children are accepted into the



Settlements would erect buildings at a cost not exceeding \$1,000,000 and give \$50,000 annually towards the upkeep. The requisite sum having been subscribed, a world-wide competition was opened in 1923 for a design. Work on the buildings started in 1924 and the college opened in 1928. Adjoining the college buildings are two residential hostels with accommodation for 120 male students, and, since the formal opening, a playing-field of 10 acres has been provided. One of the most important functions of the college is the training of local teachers. It also gives courses in science for students of medicine. When funds allow, an engineering faculty is contemplated, and ultimately Oriental studies should find a place among its faculties.

Great hopes are built on this college by parents ambitious for the education of their sons and daughters. As the courses of study are framed to meet local needs and the manufacture of a literary class with no practical bent is being avoided, the college should fulfil a want. At the same time it must be remembered that University education for the few will not materially affect the difficult social problems of a community of mixed races or directly benefit the economic life of the many.

### VERNACULAR EDUCATION.

#### (a).—MALAY BOYS' SCHOOLS.

Though there had been sporadic missionary efforts to provide schools for Malays and two day-schools were supported by Government in Singapore as early as 1856 it was not until after the transfer of the Straits Settlements to the charge of the Colonial Office in 1867 that the local Government took up seriously the problem of building and staffing vernacular schools where Malay boys should be taught to read their own language both in Arabic and in Roman characters. At first the Malays were apathetic, jealous of the loss of their children's services and distrustful of secular teaching. The efforts of the native teachers and the use of the schools as centres for the distribution of quinine and other simple medicines helped gradually to dispel prejudice. In 1878 a college for teachers was started in Singapore and during the 17 years of its life produced the first trained Malay teachers in British Malaya. In 1888 Malay boys who had passed out of the vernacular schools were admitted free into any Government English school in the Straits Settlements, a system that, with certain modifications, is now followed throughout Malaya.

In 1901 a new Training College for Malay vernacular teachers was opened in that old-world Malay centre, Malacca. And Malay education received temporarily a great stimulus from Mr. R. J. Wilkinson, a Malay scholar of high attainments, who started publishing Malay classics for the use of schools and created an interest in their own literature in the teachers. But this officer soon left the department and Malay education progressed on unimaginative and alien lines. Still the Training College (Mr. Wilkinson's educational child) did excellent work, and in 1913 another was opened at Matang in Perak.



In 1916 an officer, chosen for his knowledge of the Malay language and customs, was sent to study vernacular and industrial education in Java and the Philippines. As a result of his report it was decided to build a central Training College at Tanjong Malim, Perak, to accommodate students for a three years' course, and then to close the two existing colleges that provided only a two years' course. This college was opened in 1922. Meanwhile the curriculum of the existing colleges was enlarged to include rural science and basketry, and a pass in one at least of these industrial subjects was required for a leaving certificate. It was arranged to acquire land for school gardens and recreation grounds wherever possible. The old-fashioned teacher puffed up with a little learning and full of the old Oriental scholar's prejudice against manual labour was ashamed to dig: the new delights in handicraft, and in practical acquaintance with the rotation of crops, the selection of soils and seeds and the study of pests. A series of Malay text-books, dealing with local problems of arithmetic, tropical hygiene, botany, local geography and history and so on, was prepared. Drawing was made a compulsory subject. The revised curriculum "awakened students' intelligence" and the text-books caused the Malay vernacular press to talk of the New Learning. For the first time the Malay was introduced to modern scientific method in his own language.

The Sultan Idris Training College at Tanjong Malim is the distributing centre of knowledge in the Peninsula for those Malays whose education is confined to the vernacular. There will always be a large number of Malay children with no aptitude for languages or literary pursuits, whose mental and moral development will depend mainly on the discipline of the village school with the opportunity it provides for studying the "three Rs", benefiting by physical and manual training, and acquiring such rudiments of simple agriculture as will fit them for the free life of that country-side, where the happiness and economic interests of their race have lain for centuries. From the college trained teachers go out to the village schools to influence the physical, mental, moral and economic welfare of the coming generation. That they may not stagnate in their rural surroundings, they will be summoned periodically to vacation classes at their old college. Besides a staff of picked Malay teachers, the college has a staff of European Masters including an Agricultural Instructor.

With the expansion of all branches of the Education Department's activities it was recognised that the inspecting staff was inadequate to cope unaided with administrative routine and the work of school inspection. Moreover, legitimately enough, Malays with an English education were anxious to take part in supervising the work of the vernacular schools. Accordingly Malay Assistant Inspectors of Schools were appointed to Settlements and States to give the vernacular schools their undivided attention. The system has worked admirably. Below them are Malay-speaking visiting teachers, who have charge of districts, and below these group teachers, who have charge of



the biggest school and supervise the less important schools within a yet smaller radius. Improved school schemes have attracted the most intelligent type of Malay to the protection of vernacular education. It has been laid down that as far as possible Malay boys be employed in their native place.

The improvement in the education of Malay boys has been reflected in the success of those pupils who after passing through the vernacular school in four years have proceeded to English schools. Till recently the Principals of English schools dreaded the advent of the average overgrown Malay student, whose intellect had been dulled by years of unintelligent instruction under a village dominie. To-day he welcomes the bright alert little boy, who, given intensive training in English, can jump to Standard V in three or four years. And as yet the radical reform of Malay boys' schools has only begun to make its influence felt.

#### (b).—MALAY GIRLS' SCHOOLS.

Malay girls' schools remained for a long time a very hard problem. Malay parents viewed with much suspicion the one or two schools which were first established; they thought a knowledge of reading and writing would promote love-letters and intrigue, they were nervous about allowing their girls to traverse streets or paths unaccompanied, the mothers disliked losing the services of their daughters and the self-satisfied parents thought that they could pick up cookery and needlework as well at home as in school. But the time came when the village schoolmaster and then, very often, the village headman, commenced to send his girls for a year or two to the boys' school. The example they set was promptly followed by others. Then there arose demands for separate girls' schools and now the number of these schools is very rapidly increasing.

The report of 1916 did not neglect this grave problem of female education. The girls' schools benefited greatly from the use of the new series of vernacular text-books. And above all it was decided to engage a European lady to reorganize and supervise the work of these schools. Despite insuperable obstacles, the Lady Supervisor has effected real reforms and caused thoughtful Malays to recognize the need of supporting an attempt to educate girls to be the intellectual peers of their future husbands. The curriculum of the girls' schools is no longer dead and uninspiring. Cookery, clay-modelling, paper-cutting, drawn-thread work, hygiene taught by Lady Medical Officers are romantic subjects for the little Malay girl compared with what her elder sisters learnt a few years ago. Domestic science is the most popular subject.

Malay women teachers are now periodically brought to centres near their homes for a few weeks at a time for courses of training by qualified Eurasian schoolmistresses under the supervision of the Lady Supervisor. They almost all evince much interest in the work and both they and their schools are benefiting greatly.



It is hoped, however, that in the near future a more satisfactory method of training Malay women teachers will be available.

The Colonial Government has decided to open an establishment at Malacca for this purpose and it is proposed to send students from the Federated Malay States to undergo the course of training thus provided.

(c).—TAMIL VERNACULAR SCHOOLS.

For half a century, there has been a sprinkling of Tamil vernacular schools in the Straits Settlements and as early as 1895 there were two small schools in Perak. They sprang up especially in Province Wellesley (and later in Malacca) where an estate population created a need. All except a few Government schools are under private management but are inspected by Government officials, and such as reach a certain standard of efficiency receive grants-in-aid. The great difficulty has always been to get efficient teachers, but estate managers are recognizing the need for the employment of trained and experienced teachers and on several estates the former teachers have been replaced by teachers trained in India and Ceylon. Managers have grown alive to the advantages of providing facilities for the education of their coolies' children and improvements in buildings, furniture and apparatus have been willingly effected whenever funds have been available.

The latest Labour Ordinance provides that "the Controller of Labour may by order in writing require any employer on a place of employment where ten or more children of any one race between the ages of seven and fourteen years, being dependents of labourers on such place of employment, reside, to construct within a reasonable time and maintain at his own expense a school for such children with such school teacher or teachers as shall seem sufficient to the Controller".

It should be explained that there are more Indians than Malays in the English schools of the Federated Malay States.

(d).—CHINESE VERNACULAR SCHOOLS.

The enthusiasm for education which is so characteristic of post-revolutionary China has found an echo among the Chinese of the Peninsula.

There have always been in Malaya many old-fashioned schools, run by a man who combined the professions of teaching, doctoring, fortune-telling and divining, the sole qualification for his pluralist calling being the fact that he was the one man in the neighbourhood able to read and write with ease. The instruction imparted was a parrot-like acquaintance with a few Chinese classics and the use of the abacus.

Since 1911, however, the Chinese have founded many schools to give their children a modern education in their own tongue. Some few are free schools maintained by the generosity of individuals; others are run by District Societies (or associations



of properties in the same district in China for the benefit mainly of children in their home districts; some are run by Christian Missions, but most are run and by a committee of enthusiasts who have to collect from the public the necessary funds for upkeep. The Governments of the Straits Settlements and the Federated Malay States assist by grants-in-aid such vernacular Chinese schools as voluntarily apply for help.

Practically all of the schools are of the primary grade. In their curricula the Chinese classics are superseded by modern readers, and the art of penmanship, formerly so important in Chinese education, is neglected. The moral teachings of the classics are replaced by text-books on ethics, inculcating habits of cleanliness, politeness, industry and good citizenship. In arithmetic, Arabic numerals have replaced the Chinese and text-books have been devised on European lines. Handwork, painting and drawing are taught, often with surprisingly good results.

The great difficulty with which these schools have to contend in Malaya is the confusion of tongues that results from the many dialects spoken by the Chinese immigrants. A class may contain children speaking two or three different dialects. Fortunately, growing up side by side the children become bilingual or even trilingual and can usually understand any of the commoner dialects. To-day, however, the almost universal language of instruction is Kuo Yue or colloquial Mandarin; in a brief ten years it has superseded the half dozen languages which used to be taught.

English is taught in some of these schools but generally with little success.

#### GENERAL.

All schools, i.e., places where fifteen or more persons are habitually taught in one or more classes except where the teaching is of a purely religious character, and all supervisors, committees of management and teachers of schools, must be registered in accordance with the Registration of Schools Enactment of 1927. To be a supervisor, a member of the committee of management or a teacher of an unregistered school is an offence against the Enactment. Under the Enactment the Director of Education may refuse to register any school that is insanitary or that is likely to be used for the purpose of propaganda detrimental to the interests of the pupils or as a meeting place of an unlawful society. The Director of Education may also, in certain circumstances, refuse to register a person as a supervisor, a member of a committee of management or a teacher. The Director of Education, however, interferes as seldom as possible.

In the Federated Malay States an education rate intended as a contribution towards the cost of education in urban areas is levied as a 2 per cent. rate on the annual value of all lands, houses and buildings in Sanitary Board areas, except in the Sanitary Board areas of Kuala Lumpur and Ipoh where it is respectively .16 per centum and .25 per centum on the unimproved value of lands.



Education in all Government vernacular schools is free. The fees charged in English schools run normally from \$2 to \$4 a month. There are no entrance fees.

Free places are given to many Malays and to certain classes of poor pupils of other races.

There were 392 scholarships for Malay boys who had passed out of the vernacular schools. These scholarships are of the value of \$108 or \$120 a year and carry exemption from school fees and the privilege of free books. Subject to satisfactory conduct and progress, the pupil holds his scholarship for seven years. Ordinarily they are given now to boys who have spent one year in an English school, have shown industry and promise and need financial aid. In Perak and Selangor similar scholarships are awarded to Malay girls for their education at English schools.

There are other scholarships founded by private benefaction and open to all nationalities. Appendix XVIII refers.

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## PART II.

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### CHAPTER I.

#### OUTSTANDING EVENTS OF THE YEAR.

The financial depression, though there were signs of improvement in the latter part of the year, continued to influence the Education Department in common with every other Government activity.

Retrenchment and rigid economy were practised throughout the year.

The report of the committee appointed by Government in 1932 to enquire into educational grants-in-aid was adopted by Government with some modifications.

In English, Malay and Tamil schools the number of pupils fell slightly as compared with that for 1932 while in Chinese schools there was an increase.

A new departure was made in the year under review when it was decided to take active measures for the training of Malay women teachers. While the teachers for the English schools are trained in normal classes or at Raffles College and the male teachers for the Malay vernacular schools at Sultan Idris Training College there has hitherto been no establishment for the training of Malay women teachers. A beginning is however now being made in the Colony of the Straits Settlements by the establishment of a Malay Women Teachers' Training College at Malacca, and it has been decided to send students from the Federation to study there when the College opens next year.



The country suffered a great loss in April by the death of Raja Sir Chulan, Raja de-Hilir of Perak, who was one of the Governors of the Malay Colony, Kuala Kangsar, and always took great interest in educational matters as indeed in all departments of the public service.

Visits were received from Mr. James Russell, Director of Education, Fiji, who made an extensive tour of Malaya and an exhaustive enquiry into local educational methods and from Mr. George White, Principal of the Junior Technical School, Hong Kong, who came to study our system of vocational education.

## CHAPTER II.

### ADMINISTRATION AND CONTROL.

The Hon'ble Mr. F. J. Morten, B.A. (Oxon.), M.C.S., the Director of Education, Straits Settlements and Federated Malay States, was on duty throughout the year.

No European Masters or Mistresses were recruited. At the end of the year there were 37 European men and 5 women officers on the establishment of the Federated Malay States Education Department, one of the men, the Chief Inspector of English Schools, being an officer of both the Federated Malay States and the Straits Settlements. At the end of 1932 these numbers were respectively 41 and 9. At the end of 1932 or during the course of 1933 the department lost officers as follows: the Chief Superintendent of Physical Education and the Lady Supervisor of Malay Girls' Schools whose appointments were abolished; one male officer who retired on reaching the age of 55, one who resigned and whose agreement was not renewed; and three female officers who resigned or were compelled to resign on marriage. The Lady Supervisor of Malay Girls' Schools, Straits Settlements and Federated Malay States, Miss N. Purdom, desired to be allowed to retire at the end of 1932 and permission was accorded. Opportunity was taken on her departure to abolish the post of Lady Supervisor, or rather, to hold appointment to it in abeyance. Administrative, teaching and miscellaneous appointments are included in the figures given at the commencement of this paragraph.

There were no important changes in the constitution, cadre and methods of the directing and inspecting agencies of the Education Department in 1933.

The Education Department allows Principals a very free hand in the choice of text-books for their schools. The missionary bodies compile lists from which the books to be used by the schools under their authority must be chosen, and these lists are usually submitted to the department for approval and suggestions. No such list is prepared for Government schools, but the head-masters of the smaller schools receive advice from



Inspectors and often follow the lead of the larger schools in their neighbourhood. Occasionally the department draws attention to unsuitable books and forbids their use. Books submitted by publishers are usually passed to officers whom the department considers experts for opinion as to their usefulness, and after consideration of these opinions Principals are informed as to whether the use of the books is permitted, recommended or disallowed. A series of Supplementary Readers was published in the course of the year.

The Translation Bureau at the Sultan Idris Training College produced text-books for use by teachers and pupils in the Malay vernacular schools. A list of its chief publications in 1933 will be found in Chapter VII.

Practically all the Chinese schools use text-books which are published in Shanghai. A note about these will be found in Chapter IV.

The books used in Tamil vernacular schools are those used in similar schools in India and Ceylon.

### CHAPTER III.

#### FINANCE.

##### REVENUE.

*[One dollar Straits Settlements currency is equivalent to two shillings and four pence sterling.]*

The total revenue of the Education Department in 1933 amounted to \$487,616, collected as follows:

	School fees.	Education rate.	Miscellaneous.	Totals.
	\$	\$	\$	\$
Federal ... ..	77,430	—	498	77,928
Perak ... ..	57,336	97,016	2,873	157,225
Selangor ... ..	81,030	112,988	1,486	195,504
Negri Sembilan ... ..	17,764	16,677	—	34,441
Pahang ... ..	14,245	8,175	98	22,518
<b>Totals ... ..</b>	<b>247,805</b>	<b>234,856</b>	<b>4,955</b>	<b>487,616</b>

The revenue for 1932 was \$515,150, collected as follows:

	School fees.	Education rate.	Miscellaneous.	Totals.
	\$	\$	\$	\$
Federal ... ..	83,132	—	2,517	85,649
Perak ... ..	59,679	103,444	6,096	174,219
Selangor ... ..	87,569	97,159	2,300	187,028
Negri Sembilan ... ..	21,667	19,774	—	41,441
Pahang ... ..	17,400	8,797	616	26,813
<b>Totals ... ..</b>	<b>269,447</b>	<b>234,174</b>	<b>11,529</b>	<b>515,150</b>



## EXPENDITURE

The expenditure, including that on the Malay College, Kuala Kangsar, was \$2,926,059, as against \$2,513,896 for the previous year. The breakdown was:

	Federal Expenditure	Other States	Malay College, Kuala Kangsar	Totals
	\$	\$	\$	\$
Federal ...	149,911	88,595	5,990	244,496
Perak ...	713,991	479,951	51,813	1,245,755
Selangor ...	525,290	301,786	17,160	844,226
Negri Sembilan ...	272,494	107,591	12,392	392,477
Pahang ...	159,268	27,673	12,154	199,095
Totals ...	1,820,954	1,005,596	99,509	2,926,059

The expenditure on the Malay College, Kuala Kangsar, was \$61,704, on the Sultan Idris Training College \$113,873, and on the Technical School \$22,689.

The above figures include expenditure on clerical services.

The net expenditure after deducting the revenue from school fees, education rate and miscellaneous sources was:

Federal ...	\$ 166,568
Perak ...	1,088,330
Selangor ...	648,732
Negri Sembilan ...	358,036
Pahang ...	176,577
Total ...	\$2,438,443

The amounts and corresponding percentages of the gross expenditure spent on the various branches are estimated as follows:

	Gross expenditure.	Percentage of total gross expenditure.
	\$	
Technical education ...	23,657	0.8
Secondary English education ...	446,429	15.6
Elementary English education ...	1,046,644	36.5
Malay education* ...	1,089,031	38.0
Chinese education ...	110,070	3.8
Tamil education ...	82,235	2.9
Javanese education ...	119	0.0
Commercial education ...	6,479	0.2
Vocational education ...	64,245	2.2
Totals ...	2,868,909	100.0

\* Including \$122,814 for the Sultan Idris Training College, a percentage of 4.3 of the total expenditure.



Grants-in-aid paid to English schools totalled \$531,359. The amounts disbursed by States were as follows:

	1932.	1933.
	\$	\$
Perak ... ..	298,192	273,720 (a)
Selangor ... ..	226,634	193,545
Negri Sembilan ... ..	61,461	64,094
Totals ... ..	586,287 (b)	531,359 (b)

The average amount of grant-in-aid per pupil in aided English schools worked out at \$53.81 (£6 5s. 7d.), a decrease of \$1.56 (3s. 8d.) in the 1932 figure. In Government English schools the cost to Government per pupil was \$97.83 (£11 8s. 3d.), an increase of \$1.56 (3s. 8d.). The number of pupils receiving a free education at Government expense, however, was much greater in Government schools than in aided schools. If fees were credited for such free pupils, the cost to Government per pupil in Government schools would be \$87.04 (£10. 3s. 1d.), and in aided schools \$50.44 (£5 17s. 9d.), and these are better figures of the true cost *per capita* in the two types of schools than the figures first given. The average cost to Government of each pupil in a Government or aided English school was \$71.36 (£8 6s. 6d.).

The grants-in-aid paid to Chinese schools amounted to \$77,521, a decrease of \$3,642 in the 1932 figure. This is equivalent to \$7.06 (16s. 6d.) per pupil on the average enrolment, a decrease of \$0.42 (1s.) in the corresponding 1932 figure.

The grants-in-aid to Tamil schools amounted to \$55,049, equivalent to \$7.28 (17s.) per pupil on the average enrolment. The corresponding figures for 1932 were \$61,295 and \$7.06 (16s. 6d.). It must be noted, however, that the grant paid in 1933 was in respect of amounts awarded for 1932, and similarly as regards the grant paid in 1932.

#### CHAPTER IV.

##### PRIMARY EDUCATION—BOYS.

###### GENERAL.

Primary education in English is supplied in the primary divisions of all English schools, but the vernacular schools are the only schools that can be classed as purely primary schools. In them the medium of instruction is Malay, Chinese or Tamil. Malay is the vernacular of the country; Chinese and Tamil are the languages of immigrants. In the Ayer Denak and Tasek Malay Schools in Perak the pupils are respectively Sakai and

(a) Does not include \$14,557 paid in 1933 on account of 1932.  
(b) Includes contributions to the Lay Teachers' Provident Funds and Cadet Corps.







The education supplied is entirely free. School buildings, quarters for staff, staff, equipment and books are all provided gratis by Government. Parents, however, are often willing to erect a temporary building if Government will supply the teacher, and that method of starting a school is comparatively common.

The aim of these schools is first to give a general and practical education to those boys who will remain on the land and find occupation in local agriculture as well as to those who will find employment in work which does not demand a knowledge of English, and secondly to lay a sound educational foundation in the vernacular on which an education in English can be built for those boys who wish to proceed to an English school. No deliberate attempt is made to supply vocational training, but the general trend of the education provided is, while giving a sound grounding in "the three Rs", to try to foster an interest in agriculture and the other business of the kampongs or villages.

It has been mentioned above that attendance is compulsory in certain circumstances for boys between the ages of seven and fourteen, but parents who wish their children to receive an education in English in addition to that in Malay are growing alive to the necessity for sending them to school at the age of five or six so that they may be able to pass out of Standard IV (*see below*) before they reach their eleventh birthdays and thus qualify for admission, free from the payment of fees, to the English school. Malay parents are encouraged to act in this way, but they are not debarred from sending their children to the English schools at the age of six without any education in the vernacular provided they are prepared to pay the fees demanded from parents of other race.

The schools are open four hours a day (usually from 8 a.m. till 12 noon, but in some places later), six days a week (Saturdays to Thursdays, inclusive), and roughly 220 to 240 days a year. Generally they are closed for about five or six weeks at the time of the "Puasa" (or fasting month) and for two weeks on each of two other occasions in the course of the year. It was formerly the custom to give the short holidays at the times of the rice-planting and rice-harvesting, but it is becoming more usual now to spread the three holiday periods more or less evenly over the year. In most schools pupils are assembled at 7.30 a.m. for practical agriculture and physical training.

The normal length of the school course is five years, in which time the pupils pass through five standards. In a few schools in Perak there exists a sixth standard. In Selangor, boys who had passed the Standard V examination twice or oftener were compelled to leave school, but if they wished to continue their studies with a view to being considered later on for pupil-teacherships they were allowed to attend the pupil-teachers' classes held in different centres throughout the State. In Negri Sembilan post-Standard V classes have been in existence for the past two years in centres so arranged that eligible boys from any school in the State can find one of them near enough to attend; the boys eligible are those who have obtained over 60 per cent. in



the Standard V examination and who have satisfied the Inspector of Schools at an interview; they work five days a week in the schools in which they have been educated, half the time assisting the class teachers and the other half in private study; on the sixth day they attend the post-Standard V classes and in them they receive special instruction and are set sufficient work to keep them busy during the ensuing week; these classes are also attended by all pupil-teachers; the course is a three-year one; the classes appear to have been much appreciated, but it is too early to judge of what benefit they have been; the teachers in charge have, almost without exception, continued to give ungrudging and loyal service; no boy in Negri Sembilan is now allowed to remain in Standard V more than two years.

The percentages of boys in the different standards on the 30th November, omitting the figures for Standard VI, were as follows: in Standard I, 25.8; in II, 20.0; in III, 20.3; in IV, 18.3; and in V 15.6. The percentage of boys in Standard VI was 0.5.

The subjects of the curriculum are reading and writing (in both the Arabic and the romanised script), composition, arithmetic, geography, Malay history, hygiene, drawing, physical training, basketry (or some other form or forms of handwork) and gardening.

Physical training was taught in practically all schools. In Perak, the improvement shown in some schools in 1932 was generally well maintained, while an advance in standard was visible in certain other schools. In Selangor, the teaching of the subject was accompanied by no marked progress; many teachers evinced a lack of enthusiasm for it and quite a number seemed actively to dislike it. In Negri Sembilan the schools had the benefit of the supervision of the Chief Superintendent of Physical Instruction, Straits Settlements and Federated Malay States, who was stationed in that State from the beginning of the year till the end of October; an improvement was noticeable. In Pahang, the standard of the work left much to be desired; the majority of the teachers there have received no specialist instruction in physical training. In all States, with the exception of Pahang where distances are great and cost of transport is prohibitive, district drill and games competitions were held, the winners of these meeting in a final State competition. Their Highnesses the Sultans of Perak and Selangor were present at the finals in their States and distributed the prizes awarded. The interest taken in these competitions by the parents is noteworthy. They are aroused to such enthusiasm that they generally themselves provide uniforms (singlets, shorts and badges), prizes, decorations and shelters, and the Education Department can now leave all arrangements in their hands and those of the teachers.

Basketry was taught in 391 out of the 449 schools, an increase of 19 on the number in 1932. In Selangor and Pahang the pupils provided their own materials and were allowed to receive the proceeds of the sales made; the materials were



sometimes cultivated in the school gardens. The possibility of making a profit out of the instruction added to the interest taken in it by the pupils and teachers and directed attention to the production of articles of use to themselves or likely to command a ready market in their own and neighbouring kampongs. In addition to the decorative basket-work to which the teachers in training are introduced at the Sultan Idris Training College, therefore, pongkin (shovel-baskets) and other more utilitarian types of baskets, as well as brooms, ropes, etc., are now all produced in the schools and find a sale at the weekly fairs, the fancy baskets being more in demand at local and other shows and exhibitions. Taking the country all over, there was an apparent improvement in the results of the teaching of this subject.

Carpentry was taught at twelve schools in Perak, one in Selangor and three in Pahang. There was an increase of three in the number of Perak schools, as compared with that in 1932, and no change in the other numbers. In Perak the subject is in the charge of specialist teachers trained at the Trade School, Bagan Serai (see Chapter V), and the pupils have all completed their education in the Malay school; the course as planned is a three-year one; the number of pupils in attendance decreased from 210 at the beginning of the year to 160 at the end, the fall probably being due partly to "slump" conditions and partly to a growing realisation that the training will not be a passport to a Government post; some boys, however, are reported to be adding to their earnings by making use in their kampongs of the training received, and it is possible that as knowledge of this extends more enthusiasm for attendance at these carpentry schools will be shown. The work of the Selangor school was assessed as only fair. The Pahang schools produced a quantity of furniture for school use.

Net-making was taught at one school in Selangor and at 51 schools in Pahang. In 48 of the Pahang schools the pupils supplied their own materials, and the nets made were usually for fishing purposes. Skilled net makers residing near the schools continued to give valuable instruction gratuitously. In the other three schools the materials were supplied by Government and the articles produced (badminton, volley-ball and other nets) were forwarded for sale at local shows and exhibitions.

Hair-cutting was carried on at two schools in Selangor but without much success, though one ex-pupil now makes a fair living at Klang as a barber.

Other art and handwork subjects were taught in various schools. Book-binding, lamp-shade making, stencilling, batek work and pottery may be mentioned. Amongst articles made were ink, soap, rulers, brushes of many sorts, pen-holders, walking-sticks, blotting-pads, shuttlecocks and badminton nets. Teachers made violins, guitars and ukeleles. Many of these articles, in addition to a large number of baskets, were exhibited at the annual Malayan Agri-Horticultural Exhibition held at Kuala Lumpur.

Gardening was taught at 303 out of the 449 schools—at 161 in Perak, 75 in Selangor, 78 in Negri Sembilan and 79 in Pahang. The total number is the same as in 1932. Regular visits were paid by officers of the Agricultural Department to practically all schools and the gardens benefited greatly from their supervision. The Education Department is much indebted to the Agricultural Department in general and to these officers in particular for the valuable co-operation extended. Vegetables, fruits and basketry materials were grown. Awards are made annually to the best garden in each district. In 1933 a general improvement was recorded. The teachers showed themselves keenly interested. Flowers are grown in all school gardens. Special importance is attached to gardening in estimating the grade of a school and its staff.

Rice-growing was practised at 17 schools in Perak and at 2 in Pahang. This is a decrease of 3 in the case of Pahang. In Perak, these padi plots took the place of gardens. A good standard was maintained. Some of the work entailed, however, is so heavy that only the bigger boys are fit for it and they have often to be helped by the teachers.

Pupils are encouraged to start vegetable plots at their homes and this movement receives the support of the Agricultural Department, the District Officers and the village headmen. In Perak, there were about 1,200 of these home gardens; they differed greatly in quality but attempts are being made in various ways to bring about improvement. In Selangor, the number of plots numbered 4,882, the success of the movement being particularly noticeable in the Ulu Selangor, Kuala Selangor and Klang districts and being due mainly to the whole-hearted and much appreciated co-operation of the District Officers, Penghulus and Ketuan; restricted competitions were held in these districts, the judging and awarding of prizes being left entirely in the hands of local committees. In Negri Sembilan, home gardens decreased in number but improved in quality; the shortage of money has resulted in the Malay realising the advantage of himself growing vegetables, and home gardens were popular in districts where there were good weekly markets. In Pahang, considerable progress was shown but further improvement would have been made had the parents and penghulus taken more interest in the movement.

Fowl-rearing was continued at two schools in Selangor. While no great success was achieved there were indications that the activity may become a very useful part of the work of certain schools.

The majority of schools had playing fields; each year sees an increase in the number. Perak had 151, Selangor 53 (with the use of 13 public grounds) and Pahang 43 (with the use of another 17 on loan). Association football was the most popular game where ground and materials were available. Badminton grew rapidly in favour, while volley-ball was played when net and ball could be obtained. Ping-pong was to be found in some schools, and sepak raga still met the recreational needs of the boys in many places. Combined Sports Meetings and Parents' Days were held



at 58 schools in Selangor as compared with 38 in 1932; the arrangements for these are left entirely to the teachers and kampung dwellers; they do much to arouse and maintain the interest and pride of the village people in their school.

Scout activities are mentioned in Chapter X.

One hundred and ninety-three of the 211 Perak schools and 78 (i.e., all) Selangor schools had small libraries from which the boys were encouraged to borrow books. The "Warta Malaya", a daily newspaper, was supplied by Government to most schools, and a monthly magazine, the "Majallah Guru", continued to be produced by the Malay Teachers' Association. In Selangor, many teachers themselves subscribe for other Malay papers. The lending of books and papers to pupils and parents is encouraged. The teachers often act as agents for the sale of books of the local Malay Home Library Series which are produced at the Sultan Idris Training College and printed in Singapore. Only the cheapest books now find a ready sale, however.

All schools were supplied with text-books produced by the Translation Bureau of the Sultan Idris Training College. Though there was occasional inadequacy, the supply in the individual schools was generally satisfactory. The extent to which the books were looked after was taken into account when the grading of the schools was being considered.

The total number of pupils who sat for the Standard V examination, on which the Malay school leaving certificate is awarded, was 4,673, and of these 3,011, a percentage of 64.4, were passed. These figures show decreases of 215, 618 and 9.8 in the figures for 1932. The percentages that passed in the different States varied a good deal, however, though not so greatly as in 1932; they were 51.5 in Perak, 61.9 in Selangor, 77.8 in Negri Sembilan and 76.4 in Pahang. The standard expected in the various States would seem not to have differed so much as in previous years. In Selangor and Negri Sembilan the examination was conducted at all schools on the same day by means of printed papers; in Perak and Pahang such a method is beset with difficulties. Most of the Malay boys at English schools who had passed Standard IV but not Standard V in the vernacular school continued to attend Malay schools on Saturdays, Sundays and English school holidays, and sat for the Standard V examination in order to obtain if possible the Malay school leaving certificate. In Selangor 73 boys and 31 girls applied for admission to English schools and of these 58 and 30 respectively were accepted. A Standard VI examination was held in Perak and 126 out of the 153 candidates passed.

The 449 schools were graded as follows:

Excellent, 23; good, 207; moderately good, 158; fair, 47; unsatisfactory, 13; not examined, 1. These figures are poorer than those for 1932. The standards adopted in the different States, however, are more or less subjective, and the tendency is to keep raising them from year to year.

There were no part-time and there were only a few single-teacher schools; the latter were limited in small and out-of-the-way localities.

The number of teachers of all grades was 1,238, of whom 857 were trained, 151 were untrained, 209 were pupil-teachers, 121 were technical and 21 were technical instructors. The number of teachers was 20 less than that in 1932. During the year Government continued in certain circumstances to permit teachers to retire on pension if they so desired even though they had not reached retiring age under the Pensions Enactment, and a number availed themselves of the opportunity to do so. The average number of pupils per teacher (pupil-teachers and technical instructors included) was 28.4, a decrease of 0.1 in the 1932 figure. The Principal of the Sultan Idris Training College carried out the duties of the Assistant Director of Education for Malay Schools throughout the year, and Malay Assistant Inspectors of Schools assisted the European State Inspectors in the work of helping, inspecting and examining. (Appendix XII refers.)

Teachers are chosen from pupils of the vernacular schools. The pupils selected are first of all appointed pupil-teachers on a salary scale of \$15 a month rising by annual increments of \$1 a month to \$20 a month (£21 a year rising by annual increments of £1 8s. a year to £28 a year). At about the age of sixteen these pupil-teachers sit for the examination qualifying for admission to the Sultan Idris Training College. This examination is to some extent competitive as the number of places available yearly is limited and there are generally more candidates who pass than there are places. On obtaining places they proceed to the college for a three-year course at the conclusion of which, provided they have satisfactorily completed the work expected of them, they become "Trained Teachers". They are then employed as "Assistant Teachers". Later they may become "Head Teachers", each in charge of a school, "Group Teachers", each in charge of one particular school and at the same time supervisor of from ten to fifteen neighbouring schools, and "Visiting Teachers", each in charge of all the schools in a "district". The commencing salary for the lowest grade of trained teacher is \$30 a month (£42 a year) and a final salary of \$160 a month (£224 a year) is a possibility. Men who reach the status of "Head Teachers" are eventually placed on the pensionable establishment of the Government service; the retiring age is 55. Pupil-teachers who fail to gain admission to the training college are compelled to leave the service.

As in previous years pupil-teachers received instruction in preparation for the training college entrance examination in special pupil-teachers' classes, where these could be arranged, but the majority had to depend on instruction from trained teachers employed in the schools in which they were teaching. The average standard reached in the college entrance examination was not very satisfactory; the examination may still be a little difficult for even the better products of the vernacular schools.



Malay Teachers' Co-operative Societies continued to function in three districts in Perak. In Selangor, most of the Malay teachers were members of the Selangor Government Servants' Co-operative Thrift and Loan Society, in which they had a representative on the executive committee; matters concerning them are referred by the committee to the Malay Assistant Inspector of Schools who in turn consults the group and visiting teachers before advising the committee.

In Negeri Sembilan a monthly issue of the "Warta Pejabat" (an office newspaper containing items of educational and general interest as well as departmental news) was continued throughout the year to all schools. It has now been in existence for four years and the Malay Assistant Inspector, the editor, is to be congratulated on the vitality it shows. It is much appreciated.

A similar office newspaper of the same name, first started in 1929, was issued also in Pahang. It, too, was edited by the Malay Assistant Inspector of Schools, and it contained a series of articles on poultry-farming, gardening and other topics calculated to interest parents as well as pupils.

In Negeri Sembilan a holiday course for Malay school teachers was held at Port Dickson. It lasted for eight days and there was an attendance of 108. The course included physical training in the morning, lectures in the forenoon, physical training in the afternoon and talks in the evening. An excellent concert, staged entirely by the teachers, brought the course to an end.

Teachers everywhere continued to extend their interests both in extra-mural activities and in their own private concerns. The Negeri Sembilan Malay Teachers' Association's annual general meeting, for example, was attended by 230 teachers and 20 pensioners. The association is financially strong and very active. Teachers indulge in games much more than they did and badminton is growing very popular, even the older men playing it freely.

Classes for the teaching of the Koran are not under the supervision of the Education Department, but whatever help can be given is freely supplied. They are usually held in the school buildings. The hours of instruction vary, but they are fairly commonly from 1 p.m. to 4 p.m. A new departure took place in Selangor, however. Following upon an audience granted by His Highness the Sultan, the department took over the responsibility for the religious instruction of the Malay children attending vernacular schools excluding the reading of the Koran. All teachers except pupil-teachers now give religious instruction for half-an-hour a day immediately after the finish of the ordinary secular school work. The services of the Koran teachers have been dispensed with and as the Malay teachers receive no extra remuneration the new arrangement saves the State some \$28,000 annually. If they wish their boys to learn to read the Koran, parents must make their own arrangements and must themselves meet the cost.

### (c) CHINESE VERNACULAR SCHOOLS.

There are facilities for the primary vernacular education of Chinese boys in all towns and villages of any size, and schools of 20 or even fewer students are maintained by the Chinese community so that no one may be denied instruction. Fees ranging from 50 cents to \$2 a month are commonly charged but parents who are poor are exempted from payment. Public schools which afford reasonable prospects of permanence and which have already received Government grants-in-aid are still receiving such grants according to their standard of teaching under the old grades in force, but no new applications for grants have been entertained during the year. Education is not compulsory for Chinese children.

The almost universal language of instruction in these schools is Kuo Yu or colloquial Mandarin. Ten years ago each Chinese school was conducted in the language of the particular race of Chinese for which the school existed. Enforced by semi-official mandates from China and assisted by the growing spirit of Chinese nationalism Kuo Yu has in that period superseded these languages. English is taught alongside Kuo Yu right from the first standard.

At the close of 1933 there were 358 registered schools with 897 registered teachers. The total enrolment was 22,270, of whom 5,795 were girls. Compared with the previous year there was an increase of 2,001 boys and 319 girls. Forty-one new schools were registered and 27 defunct schools were struck off the register. Two hundred and thirty-eight certificates of registration were issued to teachers. Six supervisors, of whom five were teachers as well, were prosecuted for running unregistered schools, and two teachers were refused registration as they were found to be undesirables. Registered schools were visited at least once in the course of the year by officers of the Education Department. (Details of registered schools, teachers and pupils are given in Appendix XV and in General Tables I, III and V.)

There are two Chinese vernacular primary schools in the Federated Malay States maintained by Government, namely, the Chinese Free School, Davidson Road, Kuala Lumpur, and the Chinese Free School, Sentul, Kuala Lumpur. At the end of the year the former had a staff of one headmaster and seven assistant teachers and an enrolment of 259 students, while the latter had a headmaster and two assistant teachers and 106 students. The Davidson Road school shows an increase of 15 students over last year's figure and the Sentul school shows an increase of eight students. Both schools accommodate boys and girls and the education is free.

Aided schools numbered 106 as compared with 100 in 1932. Perak having 68 as against 69 in 1932, Selangor 32 as in 1932. Negri Sembilan 4 as against 6 in 1932 and Pahang 2 as in 1932. The average enrolment was 10,978 and the percentage attendance



was 90, an increase of 225 in the enrolment and a decrease of one in the percentage attendance. The total of the grants paid to them was \$77,521 and the average *per capita* grant was \$8.46; the total grant shows a decrease of \$3,642 in the figure for 1932 and the *per capita* grant a decrease of 42 cents; grants are paid half-yearly at *per capita* rates; no grants for building were given during the year. These schools were visited at least twice in the course of the year by officers of the Education Department. One school in Perak which had been previously in receipt of a grant-in-aid was struck off the register owing to its being amalgamated with another school, and two in Negri Sembilan had their payments of grants stopped for non-compliance with the regulations under the Registration of Schools Enactment.

The primary course in Chinese schools normally takes six years. As most of these schools are run by private persons or are under private management, Government has little if any control over the fees charged, the hours of attendance and the length of holidays. The usual school subjects appear on the curriculum.

The qualifications of Chinese teachers vary considerably. There are still a few small old-fashioned schools where the teacher's only qualification is an education in Chinese classics. In the new style schools, which now form the great majority, most of the teachers, including nearly all who have received a higher education, have been educated in China.

Practically all of the text-books used in Chinese schools are published and printed in Shanghai. A large number of these are found to be unsuitable for use in the schools of British Malaya and steps are taken to have the unsuitable volumes prohibited.

#### (d).—TAMIL VERNACULAR SCHOOLS.

The majority of the Tamil schools in the Federated Malay States are to be found on estates, some having been established voluntarily and others on an order of the Controller of Labour. Not all of these schools receive or desire grants-in-aid.

At the end of November there were 13 Government and 201 Government-aided schools,\* with enrolments of 556 and 5,119 respectively. There were also 74 boys in girls' schools. The total number of boys in attendance at that date was therefore 5,749. In addition there were respectively 282 and 2,212 girls, a total of 2,494, in the two kinds of boys' schools mentioned. Appendix XIV gives information for the year.

There were also 76 private Tamil schools at the end of November, with total enrolments of 1,318 boys and 499 girls. The total number of boys receiving an education in Tamil at that date in all types of schools was therefore 7,067.

\* Three mixed Tamil and Telegu schools, three Telegu schools and one Malayalam school, all in Perak, are included in these figures.

The percentage of attendance in the Government and Government-aided schools was 87.9, an increase of 0.3 on the 1932 figure.

The number of Government schools remained the same as 1932. The number of aided schools was reduced by 10, there being decreases of 4 in Perak and 11 in Selangor, while there was an increase of 5 in Negri Sembilan; there was no change in the Pahang figure; only in Negri Sembilan did the improvement in the price of rubber show an effect by an increase in the total number of Tamil estate schools. The majority of these schools, as in the past, were conducted by the managements of estates on which the pupils' parents were employed, but a few were run by Tamil committees and by missionary bodies.

Fifty-five thousand and forty-nine dollars was paid by Government in grants, being on the average \$7.28 (17s.) per pupil, as compared with \$7.06 (16s. 6d.) in 1932.

Estate schools are required to work in the mornings or in the mornings and afternoons, but in 1931 it was decided that, as a temporary concession during the existence of the financial depression, schools that wished to do so might be allowed to open in the afternoons only, but that in that case they would not be eligible for more than a Grade III grant; few took advantage of the privilege, however. The school course lasts six years but it is seldom that children attend so long and there are few pupils to be found in the higher standards. The percentages in the different standards at the end of November were as follows: in the Primary Class, 49.0; in Standard I, 19.2; in Standard II, 14.7; in Standard III, 10.1; in Standard IV, 3.9; and in Standard V, 1.1. Children join the schools about the age of five or six and they may continue to attend till they are twelve or thirteen. The hours of instruction are expected to be four a day but may, with permission, be fewer. No fees are charged in Government or estate schools. Education is not compulsory for Tamil children.

The subjects of the curriculum are reading, dictation, writing, arithmetic and, in the higher classes, composition and geography. The standard of the work varies greatly from school to school. Arithmetic and geography are usually much less satisfactory than the other subjects and generally need to be much improved, but suitable text-books in local arithmetic and geography in Tamil are difficult to get. Progress in the schools is hampered by (a) the unsettled condition of the labour forces on many estates, (b) the difficulty of obtaining satisfactorily trained teachers, (c) the frequent changes of teachers, (d) the irregularity and unpunctuality of attendance of the pupils, and (e) the lack of funds at the disposal of the managements. Government schools and private aided schools generally do better work than the average estate school but on estates where the labour forces have been settled for years the standard of



work may be as good as in the best of facilities Tamil schools are generally good schools in such important subjects as handwork. Physical training progressed satisfactorily in nearly all of the controlled schools in Perak despite the retrenchment of the recently appointed instructor.

In Perak there were 57 school gardens, an increase of 14, the average state of 15 of them being very fair; the others were unsatisfactory. In Selangor, by the end of the year, there were a few which were quite praiseworthy. In Negri Sembilan the number increased from 6 to 15.

In Selangor there was an improvement in the situation with regard to text-books; most schools ended up the year reasonably well equipped with them.

There were three Tamil Assistant Inspectors of Schools, one in each of the States of Perak, Selangor and Negri Sembilan. The Pahang schools were inspected by an Assistant Inspector lent by another State. These Assistant Inspectors report to the European Inspectors of Schools who are in charge of all branches of State education.

The number of teachers in the Government and aided Tamil schools at the end of November was 257, 274 (44 trained and 230 untrained) being men, and 13 (8 trained and 5 untrained) being women. The average number of pupils per teacher was 21.5, a decrease of 0.2 in the 1932 figure. It is impossible to state the average wage; in Perak it was estimated to be about \$21 a month (£29 8s. a year). Some of the teachers are supervisors, clerks or dressers who take charge of the schools in addition to their other duties. The result of the lack of a trained teacher is often reflected in the work of the schools, many of which are satisfied with a very poor standard of effort and achievement. In the last year or two a number of retrenched clerks have taken up teaching and though untrained they have often succeeded in doing very good work; unfortunately they continue in the schools only so long as they can obtain no more lucrative posts.

The school buildings are usually of single room type and vary in quality from excellent to poor. Extensive improvements could not be expected in 1933, a year of deep financial depression; estate managers generally did what they could, but it would have been unreasonable to call on them to embark on anything but absolutely necessary expenditure.

Officers of the Health Department made regular inspections of all school buildings and on their visits paid special attention to the state of cleanliness of the pupils. The highest grade of grant is not ordinarily awarded to a school in which the children are dirty in person or clothing.

The whole of the foregoing information is concerned with Government and aided Tamil schools only. There were also, as mentioned earlier, 76 private schools with enrolments totalling 1,318 boys and 499 girls. The number of teachers was 81, 76 men and 5 women, all untrained. A certain number of these schools are merely mushroom growths started by persons out of employment in the hope of thereby scraping a living. The fees charged are generally from \$1 to \$2 a month (£1 8s. to £2 10s. a year).

(c).—JAVANESE VERNACULAR SCHOOLS.

There was a Javanese school in Pahang which at the end of November had 63 pupils, 35 boys and 28 girls. It was in the charge of two untrained teachers, a man and a woman. The grant earned in 1933 was \$119.

## CHAPTER V.

### SECONDARY EDUCATION—BOYS.

#### (i).—GENERAL.

The English schools, i.e., the schools in which an education in all subjects through the medium of English is supplied, are practically the only ones which can be looked on as giving a secondary education. There are, however, a few Chinese schools which have secondary classes; they are mentioned later in the chapter.

The English schools are either preparatory (feeder) schools for secondary schools, or they are secondary schools with primary departments, or they are purely secondary schools, though in 1933 there was only one of the latter—the Victoria Institution, Kuala Lumpur, in which the lowest classes were a number of Standard VI's made up of just over 70 per cent. of the boys who had passed through the Standard V's of the feeder schools and sat for the Victoria Institution entrance examination. The majority of schools belong to the second type of the three mentioned. The missionary schools prefer on religious grounds to keep their pupils from infancy to adolescence. A parent who sends his child to an English school almost invariably intends to keep him at it till the boy has obtained the Cambridge Junior Local Certificate at least, and he is little likely even then to withdraw him if there is any prospect of his being able to secure the Cambridge School Certificate.

Pupils are admitted irrespective of race or class. They are accepted at the age of six or seven and they normally obtain the Junior Certificate at ages of from fifteen to eighteen and the School Certificate a year later. A fair number receive occasional double promotion and it is not very unusual to find boys of fifteen, and sometimes even of fourteen, sitting for and obtaining the School Certificate.



The fees in 1933 were \$30 (£3 10s.) a year for the first six years, and \$48 (£5 12s.) a year thereafter. They were payable monthly. In 1934 new-comers to the first Primary Class are to pay \$36 (£4 4s.) a year for the first seven years and \$72 or \$108 (£8 8s. or £12 12s.) a year thereafter depending upon their ability. Attendance, of course, is not compulsory.

Free education to children of races other than Malay was granted in necessitous cases, usually when the parents were poor and there were two children of the family already in school paying fees. Mission schools, in addition, were permitted to give free education to five per cent. of their pupils at Government expense. Malay boys are treated differently. If they pass Standard IV in the vernacular school satisfactorily before they attain their eleventh birthday they are accepted into English schools as free scholars and some are given scholarships of \$8 to \$10 a month (£11 4s. to £14 a year) in addition. The privilege of free education and the holding of a scholarship is subject to yearly revision and boys who are doing unsatisfactorily may have the privilege or the scholarship withdrawn, due notice to the parents being given. The number of boys receiving free education or scholarships in 1933 was 2,578, a decrease of 462 in the number for 1932. The percentage of boys receiving a free education or holding scholarships was 21.4, a decrease of 2.1. Malays numbered 1,634 out of the total of 2,578, and of that number 399 held scholarships. It should be emphasised, perhaps, that practically all this free education is provided at Government expense though the fact that the Kuala Lumpur Rotary Club at the end of the year provided four scholarships to enable promising boys, who had passed the Cambridge Junior Local Examination but whose poverty would have compelled them to leave school, to continue their studies to the School Certificate stage must be mentioned.

Four hundred and ninety-nine of the pupils attending these boys' schools were girls, but co-education is not a policy of the Education Department. The arrangement was permitted only where there were no girls' schools in the neighbourhood or when satisfactory reasons for it could be adduced. There were no girls in the Selangor schools.

The number of English boys' schools in 1933 was 36—24 Government and 12 aided. This figure is the same as that for 1932. Of these 36 schools, 12 were primary or "feeder" schools, 23 were combined primary and secondary schools, and one was a purely secondary school.

The schools are situated in the towns and larger villages. They are open at least 190 school-days (Mondays to Fridays, inclusive) a year and their hours are either from 8 a.m. till 1 p.m. (most commonly) or from 9 a.m. till 12 noon in the morning and from 1 p.m. till 3 p.m. or later in the afternoon. Some schools open in the afternoon for preparation and for extra classes. In 1933 the school year was divided into three terms, the same terms being observed by all schools. The longest vacation lasted from the 16th December, 1932, till the 21st January, 1933.

The average enrolment was 12,667 (Government schools 6,543, aided schools 5,524) and the percentage attendance was 96.1 (Government schools 96.5, aided schools 95.7). This was a decrease in the enrolment of 880 (Government schools 616, aided schools 264) as compared with that for 1932, but an increase of 0.2 in the percentage attendance (Government schools 0.3, aided schools 0.2). There were in addition 26 boys in attendance at girls' schools, though the department opposes the practice. The decrease in enrolment is to be attributed to the continuance of adverse economic conditions and to a doubt, arising from the stagnation in the labour market, as to the utilitarian value of an education in English.

The number of boys attending Government, Government aided and private schools at the end of November was 14,451, 2,984 of these being in private schools.

The classes, from the lowest upwards, are named Primary I, Primary II, Standard I, Standard II . . . . Standard VII, the Junior Certificate Class and the School Certificate Class. Occasionally there is only one Primary Class and the work which formerly took the first three years to cover is now condensed into the first two. As will be seen, there are normally eleven classes, and the pupils as a rule spend one year in each. The Primary Classes and the first five Standards form Primary Schools, or Primary Divisions of Secondary Schools. Of 11,467 pupils enrolled at the end of November, 8,160 were in Primary Classes or Standards I to V (the Primary Division) and 3,007 in classes above these, 1,248 being in the two classes preparing pupils for the Cambridge Junior and School Certificate Examinations. The percentages of the total enrolments of each class of the total enrolments of the schools on that day were as follows:

Class	Enrolment.	Percentage.
*Special Malay I ... ..	249	2.2
*Special Malay II ... ..	251	2.2
Primary I ... ..	966	8.4
"  II ... ..	964	8.4
Standard I ... ..	1,171	10.2
"  II ... ..	1,202	10.5
"  III ... ..	1,209	10.5
"  IV ... ..	1,250	10.9
"  V ... ..	1,198	10.5
"  VI ... ..	808	7.8
"  VII ... ..	801	7.5
Junior Certificate Class ... ..	747	6.5
School Certificate Class ... ..	501	4.4
Totals ... ..	11,467	100.0

\*An explanation of these classes is given in a subsequent paragraph.



The numbers in each of Standards I to V are greater than those in the Primary Classes; that is due partly to a fall in the number of admissions in recent years and partly to absorption of the boys from the Special Malay Classes. It will be noted that the number of boys in Standard VI, the first of the secondary classes, is in the neighbourhood of 75 per cent. of the number in the preceding class; i.e., about 75 per cent. proceed from primary work to secondary work.

The pupils come from all parts of the world. The percentage of those admitted to the lowest Primary Class that knew English was only 16.9. It is common to find as many as seven or eight different mother-tongues spoken in that class. The children also, at that age, seldom have any knowledge of Malay, the "lingua franca" of the country, and in teaching English, the language of the schools, recourse must of necessity be had to the "Direct Method". Of the 11,467 pupils enrolled at the end of November, 527 were Europeans and Eurasians, 2,163 Malays, 5,541 Chinese, 3,138 Indians and 98 of other race. Expressed as percentages of the total these figures are: Europeans and Eurasians 4.6, Malays 18.9, Chinese 48.3, Indians 27.4 and others 0.8. As a rough general rule the Europeans (who are very few in number) and Eurasians go mostly to the Christian Brothers' Schools, the Malays almost always to the Government schools, the Chinese and the Indians in about equal numbers to all. Appendix III gives statistics for the beginning of the year.

Malay boys who come from vernacular schools after passing Standard IV are, as far as possible, placed in special classes and given an intensive training in speaking and writing English. They spend two years in these special classes and at the end of that period they are expected to be fit to join the ordinary Standard IV; the best boys are generally found fit to join Standard V, while the poorest boys have to be put into Standard III. They come from the vernacular school with no knowledge of English, but with a reasonably sound knowledge of arithmetic, geography, etc., and a familiarity with Roman script. They do no Malay during their first three years in the English school but they return to it in their fourth year and they always present it at the Cambridge Certificate Examinations. The system has been found to work satisfactorily, but to test whether a longer period in the Special Malay Classes might not be better, arrangements were made in Selangor to enrol a class of Malay boys nine years of age who had passed only Standard III in the Malay school; the result of the experiment cannot become evident till a number of years have elapsed. An experiment tried at one school of keeping the Malay boys in classes by themselves throughout their Primary School careers was not a success and was abandoned.

The usual school subjects were taught—English in all its branches, arithmetic, geography, history (stories of world history to begin with, English history in the middle school, and British Empire history, as a rule, in the final secondary classes), handwork (drawing, arts and crafts), hygiene and physical training, with mathematics, science, shorthand and book-keeping

future. European Masters in Government schools received \$400 a month rising by annual increments of \$25 a month to \$800 (£560 a year rising by annual increments of £35 to £1,120). For these European Masters there was a number of superscale posts at salaries ranging from \$850 a month to \$1,050 a month (£1,190 a year to £1,470 a year).

Government pays pensions to trained local teachers employed in Government schools. The maximum pension that may be drawn is two-thirds of the final salary and it can be earned by thirty-five years' service. Government and the local lay teachers employed in the mission and other aided schools contribute equal amounts to provident funds established for the benefit of these local teachers.

#### (ii).—CHINESE SCHOOLS—BOYS.

There is no Chinese school in the Federated Malay States in which only secondary education is given. There are, however, 12 schools (seven in Perak, four in Selangor and one in Pahang) which have developed beyond the primary stage (a six-year course) and have secondary departments. The secondary course in fully developed "Middle Schools" in China lasts for six years, but in Malayan schools it is limited to three years, the first half of the full course.

There were approximately 350 boys in the "middle" divisions of these, 12 schools in 1933.

Grants-in-aid which were formerly paid to eight of the schools in respect of their secondary departments have been discontinued since 1932.

#### (iii).—VOCATIONAL.

*Technical Education* was given in the Technical School, Kuala Lumpur, an institution that was for a number of years run by the Public Works Department but was taken over by the Education Department in January, 1931. Information regarding this school will be found in Chapter VI.

*Commercial Education*.—There were no purely Commercial Schools and no separate departments for purely commercial work in any of the schools. Mention has been made earlier in this chapter of the extent of commercial education.

*Industrial Education*.—There were four schools engaged in giving an industrial education—the Trade Schools at Kuala Lumpur and Ipoh and the



Owing to the continuation of financial stringency no funds were available for the purchase of equipment and for the payment of additional staff. All that could be done was to add a few technical books to the school library, which, however, is still far short of essential requirements.

The reduction in the acreage of the school grounds caused by the Klang River deviation was to a certain extent recovered by the acquisition of a piece of land covering part of the old river bed.

(b) *The School of Agriculture, Malaya, Serdang.*—This institution is not under the control of the Education Department, though the Chief Inspector of English Schools is ex-officio a member of the Advisory Committee; it is conducted by the Agricultural Department, and information concerning it is to be found in that department's report.

## CHAPTER VII.

### TRAINING OF TEACHERS.

#### (a).—TEACHERS IN MALAY VERNACULAR SCHOOLS.

As mentioned in Chapter IV, those who are to become teachers in the Malay vernacular schools are first appointed pupil-teachers. Pupil-teachers are selected from the more promising of the boys in the schools. As pupil-teachers they both study and teach till they attain their sixteenth birthdays at which period they sit for an examination a pass in which qualifies them for admission to the Sultan Idris Training College, Tanjong Malim. Those who do best are accepted into the College and there they are given a three-year course of training in the Malay language and literature, Malay history, geography, arithmetic, hygiene, physical training, writing, drawing, basketry, theory and practice of teaching, and religious knowledge (instruction in the Koran). Graduates of the College are designated "Trained Teachers".

The Sultan Idris Training College, the successor of two older colleges, was opened in 1922 and though originally built to train teachers for the schools of the Federated Malay States and the Straits Settlements, now accepts small numbers of students from the Unfederated Malay States (Johore, Kedah, Kelantan, Trengganu and Perlis) and from Brunei and Sarawak. The Federated Malay States bears two-thirds of the cost of running the College, and the Straits Settlements one-third, but fees are paid by the other States for any students they send.

The College provides the highest course in Malay vernacular education obtainable in the Peninsula, while attached to it is a Translation Bureau which not only prepares the text-books required in the schools but also translates into the vernacular and sees through the press a variety of novels and books of general interest. It has, of course, a Practising School, and in 1932, a building was acquired to house a definite Craft School.

The staff consisted of a Principal (Mr. G. T. Jones), a European Master of Method, 15 Malay Assistant Masters, two Religious Instructors and a Basketball Instructor. The appointment of Basketball Instructor held by Mr. W. Jones was abolished in the course of the year, and the loss was a real loss on his retirement after 16 years service. The Superintendent, Federated Malay States, was stationed at the College till he went on furlough in September.

At the beginning of 1933 there were 360 students in residence, while at the end of the year the number was 367 including a probationer from Trengganu. The corresponding figures for 1932 were 382 and 381. One hundred and ninety-four of the 367 students at the end of the year were from the Federated Malay States, 94 from the Straits Settlements, 75 from the Unfederated Malay States and two from Brunei. The health of the students was fairly good, though one died of heart failure.

Progress in the three main branches into which the school-work is divided—the ordinary school subjects, handicrafts and gardening, and practical teaching—was satisfactory. In the school subjects the standard aimed at approaches that of the Cambridge School Certificate but the standard attained varies in the different subjects, text-books in the vernacular not always being available. Art, handicraft and gardening made steady progress. The practising school held a very successful combined Handicraft Exhibition, Parents' Day and Prize Giving.

At the entrance examination 144 Federated Malay States candidates sat for 56 places and 61 passed. Pahang had the largest proportion of passes to candidates, Perak the smallest.

The 122 first-year students all qualified to enter the second-year classes, but eight only just attained the minimum standard required.

The 118 second-year students all qualified to take the third-year classes, but it was necessary to warn four of them whose work was barely satisfactory.

The 128 third-year students passed the final examination of the course in December and were awarded certificates as follows:

First Class Certificates	...	...	...	9
Second Class Certificates	...	...	...	77
Third Class Certificates	...	...	...	39
Fourth Class Certificates	...	...	...	1
Pass Certificates	...	...	...	2
Total				128

These results are better than those of 1932.

By the end of 1933, 2,037 teachers had been trained in this and the earlier colleges—705 in the Malacca College, 200 in the Matang College and 1,132 in the Sultan Idris College.



Nine of the students who graduated in 1932 returned for a post-graduate course in art and handicrafts, the subjects of instruction being cotton-printing, batik-work, painting, stencilling, pottery, lamp-shade making, book-binding and the making of fancy boxes. The work was in charge of the Art Superintendent, Federated Malay States.

Amongst the activities of the college may be mentioned cinematograph exhibitions, entertainments provided by the two orchestras composed of masters and students, meetings of the Debating Society, the production of two numbers of the college magazine, etc. All kinds of indoor games were played with the usual enjoyment and keenness; the increase in the popularity of "bridge" was particularly noticeable. Association football and hockey were the two major outdoor games, badminton and volley ball were also played; each student takes part in some game or other at least four times a week if weather and his health permit. The eleventh Annual Athletic Sports Meeting was held in June. The college contingent of the Malayan Volunteer Infantry had a strength of six officers and 215 other ranks including recruits; it went through the usual course of training and in September His Excellency the General Officer Commanding, Malaya, inspected and favourably reported on it. The Scouts totalled 178 in strength.

A system of voluntary saving was sufficiently successful to justify the opening of a Post Office Saving Account on behalf of each student.

The usual parades, etc., were held on the birthday of His Majesty the King-Emperor, the birthday of His Highness the Sultan of Perak, Empire Day and Armistice Day.

The cost per student, exclusive of transport, was \$291.10 (£33 19s. 3d.) as compared with \$293.67 (£34 5s.) in 1932; these figures do not include any allowance for depreciation of buildings, for leave salary and passages of masters, or for pensions, but they include the cost of maintenance of buildings.

As previously mentioned there is a Malay Translation Bureau attached to the college. In 1933 it had a personnel of one Senior Translator, two Grade II Translators, three Grade III translators and two Malay Writers. During the year it was engaged on translation of the following: "The Prince and the Pauper", "Kidnapped", "Nada the Lily", "Captain Blood", "The Mystery of the Potbank", "King Solomon's Mines", "Stories of Mystery", "Horror and Detection" and an adaptation of "Macbeth." It translated a number of ordinances, pamphlets, etc., for other departments. It was engaged in the preparation of some seven text-books for the Malay schools. It also revised and superintended the reprinting of a number of books. Its new publications were "Sang Kuchin Bêrkasut", "Lagu-Lagu Keronchong", Mêngélilingi Dunia 80 Hari", Parts I and II, "Pênglima Hercules" and "Chëndëra Mata" (the College Magazine), Nos. XX and XXI.

The production of the ten-cent series of books, of which "Mengelilingi Dunia 80 Hari" (round the world in eighty days) is one, continued to form a feature of the Bureau's work: it is an attempt to supply healthy reading-matter at a cost within the reach of every Malay villager's purse.

The Bureau also undertakes the compilation of a fortnightly educational edition of "Warta Malaya", the leading Malay newspaper; the publication contains serial stories, dramatic reading material, articles on education, gardening, arts and crafts, health and hygiene, as well as games and puzzles (including crossword puzzles, which are remarkably popular) for which small prizes are awarded by the publishers.

(b).—TEACHERS IN CHINESE VERNACULAR SCHOOLS.

No normal training for teachers in Chinese vernacular schools was supplied during 1933; the classes which had formerly been held in the Davidson Road School, Kuala Lumpur, were discontinued in 1932.

(c).—TEACHERS IN TAMIL VERNACULAR SCHOOLS.

No local arrangements existed for training these teachers. They were selected by the Managers for the aided schools, and by the Inspector of Schools for the Government schools, on the advice of the Tamil Assistant Inspectors of Schools and of the Labour Department. So long as there is no Training College or Normal Classes for Tamil teachers it will not be possible to obtain locally-born trained teachers for these schools.

(d).—TEACHERS IN ENGLISH SCHOOLS.

There was no central college for the training of teachers for English school work. As in the past, the training provided was supplied at Normal Classes held generally at one centre in each State. In Perak, however, there were two classes, one at Taiping and the other at Ipoh, and in Pahang the tuition was effected by correspondence. The students who attend these Normal Classes, men and women alike, are required to possess Cambridge School Certificates with credits in at least two of the subjects English, elementary mathematics, history, geography and drawing, or certificates accepted by the Director of Education in lieu thereof; they must also have satisfied the Education Department in an oral English examination. They must be at least sixteen years of age. Those selected are appointed student teachers and are attached to an English school for three years of training. In the mornings they spend at least two hours in the class-rooms studying teaching methods or themselves teaching prepared lessons. In the after-noons and on Saturday mornings they attend the Normal Classes. The Normal Class Instructors are European masters and mistresses, the majority being Government officers. The subjects of instruction are English (language and literature), the theory and practice of teaching, hygiene, physical training and, in some centres art. An examination has



Yearly, in the past, certain students—who might be school pupils, student teachers or trained teachers—were selected and given three-year scholarships to Raffles College there to undergo an educational course of university standard to fit them for the teaching of subjects in the secondary classes of the English schools. They were required to specialise in certain branches and when they satisfactorily completed their studies and returned to teaching they received in addition to the salary of teachers trained in the Normal Classes the \$50 monthly allowance (£70 annually) mentioned in Chapter V as being paid to graduates of certain universities. For student scholars who joined Raffles College in 1932 or later the "graduate allowance" was reduced to \$25 a month (£35 a year). For the last year or two, however, the probability that there will be no posts for such graduates for a few years to come has led to a temporary stoppage of the above procedure. Fifteen Federated Malay States students graduated from the college at the end of March, and at the end of the year there were ten Federated Malay States students in residence.

The Chief Superintendent of Physical Education conducted training classes in his subject for the teachers in Negri Sembilan, in which State he was stationed for the first nine months of the year.

## CHAPTER VIII.

### FEMALE EDUCATION.

#### A.—PRIMARY EDUCATION.

A primary education was obtainable by girls nearly everywhere either in girls' schools proper or in mixed schools or in boys' schools. Most vernacular schools admit a few children of the other sex than the one for which they are primarily intended, but the regulations lay down that there shall be a maximum age limit of 12 years for one of them.

#### (a).—Malay Vernacular Schools for Girls.

The demand for education for Malay girls appeared to remain more or less stationary as compared with that in 1932, but there is reason to believe that in reality it was still growing. At the end of November there were 5,123 girls enrolled in girls' schools proper, and a further 5,809 in mixed or boys' schools, a total of 10,932, though the corresponding average figures for the year were 4,760, 5,643 and 10,403; in 1932 these average figures were 5,413, 5,171 and 10,584 respectively. On the average figures there was a decrease of 181 in the enrolment, a percentage decrease of 1.7. The girls numbered 25.1 per cent. of the total number of pupils in Malay vernacular schools; in other words, one Malay girl to every three Malay boys was receiving a vernacular school education. In Chapter IV will be found a paragraph giving a little additional information about girls in Malay boys' schools. Education for Malay girls is not compulsory.

The number of girls' schools decreased from 87 in 1932 to 84 in 1933. Sixty-one (a decrease of three) were situated in Penang, seven (a decrease of three) in Selangor, eight in Negri Sembilan and five in Pahang. The amalgamation of three girls' schools with three boys' schools in Selangor accounts for the decrease in that State. In Pahang additional girls' schools were desired but could not, for financial reasons, be provided.

The average enrolment was 4,760 and the percentage attendance 91.8, a decrease of 633 (12.1 per cent.) in the enrolment for 1932, and an increase of 0.1 on the percentage attendance. (Appendix XIII refers).

As in the Malay boys' vernacular schools, the education supplied is entirely free. The schools are open for much the same number of hours a day and days a year as the boys' schools and the full course normally lasts for five years, during which period the pupils pass through five "standards". The percentages of girls in the different standards to the total enrolment, at the end of November, was as follows:

		1933		1932		1933
		(in girls' schools).		(two States only).		(girls in boys' schools).
Standard	I ...	34.9	...	34	...	35.3
"	II ...	28.1	...	24	...	24.6
"	III ...	18.4	...	19	...	20.4
"	IV ...	13.1	...	13	...	13.5
"	V ...	10.5	...	10	...	6.2
"	VI ...	—	...	—	...	.03 (2 only)
Totals	...	100.0	...	100	...	100.0

The figures for 1933 were very much the same as those for 1932, but in a time of financial stringency it was not to be expected that they would be better. That the percentage of girls in the higher classes of the boys' schools would be lower than the corresponding percentage in girls' schools was also, of course, not unexpected.

All general subjects were taught, a shortened form of the syllabus in the boys' schools being attempted. In addition a full and detailed syllabus in needlework, as well as one in some craft specially selected for each State, was followed. In the Perak schools domestic science was taught. Drill and practical hygiene figured as subjects on each school time-table. In the absence of anything but the most spasmodic of training for Malay women teachers in such subjects as arithmetics, composition and geography, the curriculum for girls' schools was planned to include a larger amount of the industrial handicraft work that was obviously more within the scope of the mistresses.

In the general subjects much of the work had to be left to the supervision and help of the boys' school Group Teachers, as the Assistant Supervisors (women) of the Malay girls' schools



could pay only infrequent visits, and their time on these occasions was naturally taken up mainly with the needlework, crafts, hygiene and drill. The teaching, as in the past, varied from good to thoroughly bad; it was still very difficult to get satisfactorily qualified teachers. Writing was generally good, and arithmetic improved in some schools, but geography was usually very poorly taught.

Instruction in hygiene was given in every school, and there was daily examination of clothes and of personal cleanliness. Careful supervision has brought about an improvement, but it could not be said that everywhere the standard was high. Weakness of discipline in the homes, the unhygienic nature of the homes, poverty, etc., all combine to render progress slow. The financial stringency of the times showed itself in a decline in the neatness and cleanliness of dress of some of the girls as compared with the condition of affairs in more prosperous years, but on the whole an improvement was noticeable, particularly in schools in which domestic science was taught.

Physical exercises and games are taken three times a week with each class, but supervision is difficult and the standard of the work varies widely from school to school. Folk games continued to be taught and were thoroughly enjoyed. In 17 schools badminton was played; the bigger girls often show great enthusiasm over the game. The prejudice against Malay girls doing physical exercises out of doors is slowly dying, but there still remained many village schools where local conservatism insisted on the exercises being done inside the school building.

Needlework was taught in all the girls' schools, and in the boys' schools to which women teachers had been appointed. The subject can be said to be improving steadily, if rather slowly in some schools. More care and attention is being given to details of finish and cleanliness. Owing to lack of facilities for adequate supervision in some of the out-of-the-way schools, however, the standard of work varies greatly in this as in most of the other subjects.

The crafts taught were weaving (at 10 schools), the making of mengkuang (screw-pine) mats and baskets (at 74 schools), lace-making (at 18 schools) and pottery (at one school). The weaving suffered from lack of definite skilled supervision; the teachers produce fabrics from time to time but the pupils do not appear to learn much and seldom follow the craft after leaving. Better work is done in mengkuang mat and basket making, in which good progress was made; the leaves used are provided by the pupils. A new graded syllabus for lacemaking was brought into force in the higher classes in the Selangor schools; all the prizes for pillow-lace awarded at the Agri-Horticultural Exhibition were carried off by them; raffia and paper weaving were taught in the lower standards in that State. The pottery class held at Bukit Chandan, Kuala Kangsar, made satisfactory progress.

At the end of 1933 domestic science classes were being held in 31 schools in Perak and cooking classes in a few schools elsewhere. The classes are held once a week and the subjects taught are cookery, laundrywork, housework and needlework. There were 14 Malay domestic science teachers, the work of five being excellent and of the others only moderately good. The European Domestic Science Mistress was able to visit the schools of these teachers only twice in the course of the year, but the remaining 17 were run under her personal supervision with the help of another qualified Malay teacher and a number of pupil teachers. The aim is to get the pupils to attend the classes for at least three years, a certificate of efficiency, rendering the holder eligible for the post of teacher of domestic science, being awarded to those who pass the yearly examination three times running. But though the classes were started in 1929, so far only 12 pupils have received certificates; a great increase in that number is confidently expected within the next year or two, however. The annual examination was held in October and November and 445 pupils entered for it, an increase of 314 on the 1932 figure.

One school had a company of Girl Guides and Brownies, the strength being four officers and 30 other ranks. Five schools had gardens and two rice-plots which were looked after by the pupils.

It is reported that 569 girls passed the standard V examination and were awarded school leaving certificates; 310 were from Perak, 124 from Selangor, 87 from Negri Sembilan and 48 from Pahang.

The 81 schools were graded as follows: Five excellent, 40 good, 22 moderately good, 12 fair, one unsatisfactory and one not examined. Last year no schools were graded as excellent but fewer were graded as fair.

At the end of November the number of women teachers of all grades, including technical instructors, was 182 in the girls' schools and 30 in the boys' schools, a total of 212. In 1932 the figure was 242. Few can be considered as trained. The number of pupils to a teacher in the girls' schools was 28.1.

At the end of 1932 the Lady Supervisor of Malay Girls' Schools, Miss N. Purdom, expressed a desire to be allowed to retire; this was agreed to and the appointment was abolished. Miss Purdom had held the post for seven years and had done most excellent work, and there can be no doubt that the withdrawal of her influence will be greatly felt. In 1933 the work of supervision was carried on by the three local Assistant Supervisors of Malay Girls' Schools (women) with the help of the Group and Visiting Teachers of the boys' schools. The European Domestic Science Mistress married in the course of the year and had consequently to resign her appointment, but her services were retained on a temporary basis.

The teachers' classes in domestic science which were held in Perak in 1932 were discontinued in 1933 to save expense, but a special class was held in Taiping during the rice-planting holiday



and was attended regularly by 10 teachers from schools in the neighbourhood. At the end of the course an examination was held and eight passed.

Improvement in the standard of teaching in Malay girls' schools must continue slow until such time as a proper course of training, preferably at a Training College, is provided for women teachers. Classes for the training of these teachers, however, existed in Selangor and were held monthly at Kuala Lumpur and Klang. In them, arithmetic, geography, hygiene, drawing, theory and practice of teaching, lace-making and physical training were taught. At the examination held at the end of the year 17 out of 37 obtained pass marks, a result that is considered not discouraging.

(b).—*Chinese Vernacular Schools for Girls.*

As for boys so for girls there were facilities for primary vernacular education for Chinese girls in all but the very smallest of the villages. In 1933 the total number of girls attending Chinese vernacular schools (mostly boys' schools) was 5,795, an increase of 349 on the 1932 figure. The proportion of girls to boys receiving a Chinese vernacular education was roughly one to three.

Secondary vernacular education for Chinese girls was provided at one girls' school and five mixed schools in Perak, at one girls' and two mixed in Selangor, and at one mixed in Pahang. There were approximately 100 girls in secondary classes at the end of 1933.

No Normal Class training was supplied.

(c).—*Tamil Vernacular Schools for Girls.*

Only in Perak were there schools that could be described as Tamil vernacular schools for girls. There were two of these, and they were run by Roman Catholic Missionaries on a grant from Government. Though nominally girls' schools, however, about one-third of the pupils were boys. The average enrolment was 239 and the percentage attendance 94.1, as compared with 261 and 93.1 respectively in 1932; but out of 234 children in attendance at the end of November only 160 were girls. There were 11 women teachers employed, all untrained.

A large number of girls attend boys' schools, and at the end of November the figures were as follows:

	Girls.	Total enrolment (boys and girls).
In Government boys' schools ...	282	838
In Government-aided boys' schools ...	2,212	7,331
In private boys' schools ...	499	1,817
Totals ...	2,993	9,986

Three Tamil girls to every ten Tamil boys were receiving a Tamil vernacular education.

Three hundred and twenty-eight of the 411 Malay boys' schools had football grounds. Each State had its football competition or competitions. Badminton was played at 280 schools, and deck-tennis was growing popular in Perak. Athletic sports meetings, which had decreased in number in 1932, had a revival in 1933.

In Malay girls' schools, folk games were included in the physical training which formed part of the ordinary curriculum. Deck-tennis was introduced into some schools in Perak and appeared to be catching on.

Comparatively few Chinese vernacular schools organised sports but a number provided for such outdoor games as net-ball, volley-ball and badminton, and for indoor games like ping-pong, etc. It was only in a few of the larger schools that games were organised.

In Tamil vernacular schools little attention was paid to games.

(b) *Hostels*.—Of these there were nine, situated at Taiping (one), Kuala Kangsar (two), and Ipoh (one) in Perak, at Kuala Lumpur (two) in Selangor, at Seremban (one) and Kuala Pilah (one) in Negri Sembilan and at Kuala Lipis (one) in Pahang. They are intended to house Malay boys attending English schools whose homes are in out-of-the-way spots far from English school centres. The hostels have accommodation for about 40 pupils each on the average.

The Convents, all schools of the Christian Brothers, and practically all schools, boys and girls, of the Methodist Mission had boarding establishments attached to them. Many of the children accommodated in these were poor or orphaned.

#### C.—SCHOOL BUILDINGS AND EQUIPMENT.

(a) *English Schools*.—English schools were moderately full during the year but there were no large waiting lists as was sometimes the case in the past.

In Perak, machinery and equipment were added to the Trade School. In Selangor, no new buildings were erected except at Pasar Road School where additional latrines were provided; an extension to the Methodist Boys' School playing field was completed and one to the St. John's Institution playing field was commenced.

(b) *Malay Vernacular Schools*.—In Perak, no permanent Malay schools were erected by Government but the villagers provided a temporary building at Lengkap and improved and enlarged the existing building at Batu Hampar. In Selangor, Government carried out a number of minor works such as the provision of pumps, covers and fences to wells, the supplying of latrines, water-tanks, etc. His Highness the Sultan very kindly lent a shop-house in Klang for use as a girls' school, the building formerly used being handed over to the boys' school which for several years had been overcrowded and in need of extension. At Bukit Raya, Bukit Badong and Ulu Langat the kampong people at their own expense erected extensions to the



existing schools to relieve overcrowding, and at the end of the year requests to be allowed to act similarly were received from the villagers at Batu Village, Bukit Cheraka and Kalumpang: 120 single desks, 200 dual desks, 24 tables, 13 chairs, 11 cupboards and 11 black-boards were supplied. In Negri Sembilan, a new temporary building to replace a rented one was erected departmentally at Tanjong Agas. In Pahang, temporary buildings were erected at Kampong Belukar, Kampong Merhum (for girls), Bintang and Durian Tawar; a number of minor works were executed by the Public Works Department—improvements at some nine schools and the provision of wells, drains, pipes, ceilings, walls, etc., at others; school furniture was made at the three carpentry schools from materials supplied by Government and was issued in replacement or to meet additional requirements.

(c) *Chinese Vernacular Schools*.—Schools are encouraged to make use of buildings specially designed for school purposes, but most of the smaller schools were still held in buildings originally intended to be shop-houses or dwelling-houses, and only slightly modified for the use to which they are now put. There were three plans for school buildings submitted for the approval of the Director of Education during the year, two from Perak and one from Selangor, one being for an extension and a laboratory.

(d) *Tamil Vernacular Schools*.—These are usually provided and built by the managements of estates which employ Tamil labour. The Education Department continued to insist on the minimum conditions required by Health Officers before registering new schools, but certain points to which it would be advisable to pay attention in ordinary times were allowed to stand over till economic conditions improve.

(e) All new school buildings have to comply with certain regulations made under the Registration of Schools Enactment and all plans of new buildings are submitted to the Director of Education for his approval. The plans are very carefully scrutinised and while those for Government buildings are given special attention, the plans for aided school buildings, especially those for buildings towards the erection of which Government is making a grant, receive little less. In the case of private schools the power of the Education Department is determined by the regulations, but even when recommendations cannot be enforced by law it is generally found that school managements are ready to accept and follow advice supplied to them; the result has been that the majority of the buildings recently erected for school purposes have been very suitable.

#### D.—MORAL AND RELIGIOUS INSTRUCTION.

Religious instruction is given in the schools of the Christian Brothers, the Convents, the schools of the American Methodist Mission, of the Church of England and of the Plymouth Brethren; it is not given in Government schools. It is taken

either before or after the regular school hours, and no pupil can be compelled to be present at it or at any time of religious observance. Christian religious knowledge, however, continues to be offered at the Cambridge Local Examinations by many candidates who receive no teaching in it in their schools. Moral instruction in Government schools finds its place at the assembly, but the inculcating of the observance of right conduct is expected from every master at every period of the day, whether in school or out of school, both by practice and precept. Few teachers find discipline difficult to achieve. Malay boys receive instruction in the Koran, but this instruction takes place outside the ordinary school hours, usually in the afternoon, either in the school buildings or in the local mosques, and seldom at the hands of the ordinary school teacher. In many Chinese schools subjects such as ethics and civics occur in the timetables of the upper classes; the teaching is based largely on the Chinese classics, though it has been modified by modern contact with the west and has been supplemented by stories from European history; there is no definitely religious teaching.

#### E.—ARRANGEMENTS FOR DEFECTIVE OR DELINQUENT CHILDREN.

There are no institutions in the Federated Malay States for defective or delinquent children, but the St. Nicholas Home, Penang, which is run by the Church of England, receives blind and physically defective children without restriction as to race or religion, and delinquent boys may on conviction by a Court be sent to the Reformatory in Singapore where they are taught trades and where they are given all the freedom that is possible in the circumstances.

### CHAPTER X.

#### MISCELLANEOUS.

##### (a).—CO-OPERATION WITH OTHER DEPARTMENTS.

The Education Department conducted the Junior promotions examination for the Government Clerical Service and provided marking examiners for all the ordinary subjects. It also conducted the examination for Probationerships in the Federated Malay States Malay Officers Service (Administrative Branch), the examination in Higher English for Interpreters, etc.

Mention has been made in Chapter IV of the continued close co-operation of the Department of Agriculture to which the high standard of the Malay school gardens is largely due. Examinations of gardens were carried out by the Agricultural Field Officers and their assistants, and the indebtedness of the Education Department to them is gratefully acknowledged. Thanks are due also to the Medical and Health Department for the many school services to which it attends, to the Forest Department for continuing the issue of free permits to schools



## (c).—REGISTRATION OF SCHOOLS.

In 1933, as in previous years, considerable difficulty was created by the large number of small English schools which started and closed in the course of the year. In many the small enrolment did not necessitate registration, and in others there was delay before the buildings could be certified as hygienic. Managements changed often, and there was continual registration and cancellation of registration of these ephemeral institutions.

The following table gives the number of registered schools and teachers at the 30th November, 1933.

	Perak.	Selangor.	Negri Sembilan.	Pahang.	P.M.S.
English schools ...	52	47	9	7	115
Vernacular schools—					
(a) Malay ...	272	85	88	85	530
(b) Tamil ...	118	132	35	7	292
(c) Chinese ...	153	137	44	24	358
(d) Javanese ...	—	—	—	1	1
Totals ...	595	401	176	124	1,296
Teachers in Chinese schools ...	433	334	70	50	887
Teachers in other schools ...	1,177	780	396	217	2,570
Totals ...	1,610	1,114	466	267	3,457

One supervisor and five teachers and supervisors in Chinese schools (two in Selangor, one in Negri Sembilan and three in Pahang) were prosecuted by the Assistant Director of Education for Chinese schools for running unregistered schools and all were convicted.

SINGAPORE,  
10th July, 1934.

F. J. MORTEN,  
Director of Education,  
S.S. and P.M.S.

**GENERAL TABLE I.**  
**ABSTRACT STATEMENT OF COLLEGES, SCHOOLS AND SCHOLARS AT THE END OF THE OFFICIAL YEAR 1933.**

ABSTRACT STATEMENT OF COLLEGES, SCHOOLS AND SCHOLARS AT THE END OF THE YEAR												
Controlled Institutions.												
Particulars.		University Education.		School Education, General.				School Education, Vocational.			Non-controlled institutions.	Grand Total.
		Arts and science colleges.	Professional colleges.	Purely secondary schools.	Combined secondary and primary schools.	Purely primary schools.	Total.	Combined training schools.	All other vocational schools.	Total.		
Population (P.M.S.).		3	4	5	5 (a)	6	7	8	9	10	11	12
1												
Institutions.—												
European	Non-European	Nil	Nil	1	28	485	514	1	7	8	71	593
6,350	1,706,746	"	"	"	15	90	105	"	"	"	4	109
(1931 Census)	"	"	"	"	12	518	530	6	"	6	64	600
Total ...		Nil	Nil	1	55	1,093	1,149	7	7	14	139	1,302
Pupils Enrolled.—												
Percentage of		Nil	Nil	495	11,526	53,817	65,838	406	600	1,066	4,153	71,057
Urban	Non-urban	Males	Non-European									
Population	Population	Females	"	"	5,800	17,869	23,669	25	"	25	940	24,634
25.4	74.6	Total ...	Nil	495	17,326	71,686	89,507	431	660	1,091	5,093	95,691



GENERAL TABLE II.  
ABSTRACT STATEMENT OF GROSS EXPENDITURE ON EDUCATION FOR THE YEAR 1933.

Total Direct Expenditure on Education.									
	University Education.			School Education, General.		School Education, Vocational.			Total.
	Arts and Science Colleges.	Colleges for Professional Training (Student Scholarships to Raffles College).	Combined Secondary and Primary Schools.	Primary Schools.	Training Schools.	All other Special Schools.			
1	2	3	4	5	6	7	8	9	
	\$	\$	\$	\$	\$	\$	\$	\$	
Federal Revenue...	Nil.	13,961	1,314,698	1,132,593	118,228	74,730	2,554,219		
Equivalent in Sterling Money (At 2s. 4d. to the Dollar) ...	...	£ 1,628 15 8	£ 153,381 8 8	£ 132,135 17 0	£ 13,793 5 4	£ 8,719 11 0	£ 309,028 17 8		
Total Indirect Expenditure on Education.									
	University.	Direction and Inspection.	Scholarships.	Buildings, Furniture and Apparatus.	Miscellaneous.	Total.	Total Expenditure on Education.	Total Expenditure from Federal Revenue.	Percentage of Expenditure from Federal Revenue to total Expenditure from Federal Revenue.
	9	10	11	12	13	14	15	16	17
		\$	\$	\$	\$	\$	\$	\$	\$
Federal Revenue...	...	168,514	55,050	117,894	54,420	300,346	3,050,565	50,258,671	1 78
Equivalent in Sterling Money (At 2s. 4d. to the Dollar) ...	Nil	£ 19,659 10 4	£ 6,423 11 0	£ 13,754 6 0	£ 6,350 1 0	£ 40,240 7 4	£ 355,809 5 0	£ 582,311 12 4	8 4

GENERAL TABLE III.  
COLLEGES, SCHOOLS AND SCHOLARS FOR THE YEAR 1933.

Class of Institutions.	Controlled Institutions under Public Management.										Controlled Institutions under Private Management.					No. of Scholars.		
	Managed by Government.					Maintained from Local Public Funds.					Aided by Government or Local Public Funds.					Unaided.		
	Number of Institutions.		Number of scholars on the roll.		Average daily attendance.		Number of Institutions.		Number of scholars on the roll.		Average daily attendance.		Number of Institutions.		Number of scholars on the roll.		Average daily attendance.	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
School Education—																		
Combined Secondary and Primary Schools—																		
(a) General (Boys and Girls) ...	19	4,817	4,726	...	...	...	...	35	12,426	11,771	23	2,414	2,282	77	19,657	16,627	3,030	
(b) Vocational (Boys) ...	10	1,070	1,024	...	...	...	...	...	...	...	...	...	...	10	1,070	165	905	
Total ...	29	5,887	5,750	...	...	...	...	35	12,426	11,771	23	2,414	2,282	87	20,727	16,792	3,935	
Primary Schools—																		
General (Boys and Girls) ...	550	44,254	40,418	...	...	...	...	339	23,036	20,608	475	18,117	16,503	1,364	85,407	1,703	83,704	
Grand Total ...	579	50,141	46,168	...	...	...	...	374	35,462	32,379	498	20,531	18,785	1,451	106,134	18,495	87,639	



GENERAL TABLE IV.

## RESULTS OF PUBLIC EXAMINATIONS DURING THE YEAR 1933.

Name of Examination.	Number of scholars who completed during the year the course of studies prescribed for the examinations.					Number of candidates.					Number passed.					Race of candidates passed.					Percentage of column 8, to column 5.	Percentage of column 13 to column 9.
	Institutions under public management.				Total.	Institutions under public management.				Total.	Institutions under public management.				Total.	Europeans and Eurasians.	Malays.	Chinese.	Indians.	Other Races.		
	Aided Institutions.	Other Institutions.	Total.	Institutions under public management.		Aided Institutions.	Other Institutions.	Total.	Aided Institutions.		Other Institutions.	Total.										
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20			
Trinity College of Music—	...	3	...	3	...	3	...	3	...	3	...	3	1	...	2	...	...	...	100			
Females—Practical ...	...	4	...	4	...	4	...	4	...	4	...	4	1	...	3	...	...	...	100			
" Theory ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	100			
Senior Cambridge—	245	247	125	617	231	236	117*	684	177	151	33	361	17	78	149	106	11	62	58			
Males ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...			
Females ...	1	79	16	96	1	75	15*	91	1	51	4	56	13	2	26	14	1	62	58			
Junior Cambridge—	374	365	186	925	357	352	185*	891	284	239	43	566	33	130	269	113	21	63	61			
Males ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...			
Females ...	1	114	17	132	1	165	17*	123	...	67	3	70	18	2	35	15	...	57	53			
London Chamber of Commerce—	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...			
Senior—Males ...	...	...	20	20	...	...	20	20	...	...	6	6	1	...	2	3	...	30	39			
Junior—Males ...	...	...	50	50	...	...	50	50	...	...	21	21	...	3	10	8	...	32	42			
" Females ...	...	...	4	4	...	...	4	4	...	...	1	1	...	...	1	...	...	25	25			

\* Includes private candidates.

GENERAL TABLE V.  
NUMBER AND QUALIFICATIONS OF TEACHERS IN CONTROLLED INSTITUTIONS FOR THE YEAR 1933.

NUMBER AND QUALIFICATIONS OF TEACHERS IN CONTROLLED SCHOOLS																Grand Total.	
	Primary Schools.				Secondary Schools.				Combined Primary and Secondary Schools.				Art and Science Colleges.		10	Female.	
	Under public management.		Other Institutions.	Under public management.		Other Institutions.	Under public management.		Other Institutions.	Under public management.		Other Institutions.					
	Male.	Female.		Male.	Female.		Male.	Female.		Male.	Female.		Male.	Female.			
For schools for Non-European.	2	3	4	5	6	7	8	9									
1																	
—																	
Trained ...	932	15	27	6	18	...	...	...	205.	22	239	160	...	...	1,421	203	
Untrained ...	374	211	817	179	...	...	...	...	7	8	...	12	...	...	1,198	410	
With University Degree ...	2	...	...	...	3	...	...	...	14	1	9	8	...	...	28	9	
Without University Degree...	1,304	226	844	185	15	...	...	...	198	29	230	164	...	...	2,591	604	



GENERAL TABLE VI.  
GROSS EXPENDITURE ON CONTROLLED INSTITUTIONS.

	Colleges. (F.M.S. contribution towards Raffles College and Medical College.)		Government English Schools.		Aided English Schools.		Vernacular Schools.		Training Institutions. (Sultan Idris College and N. Classes.)		Other Vocational Schools.	
	1	2	2 (a)		3		4		5		6	
	Male and Female.	Male.	Male.	Female.	Male and Female.	Male and Female.	Male and Female.	Male and Female.	Male and Female.	Male and Female.	Male and Female.	Male and Female.
Maintenance charges ...	\$ 162,686 £ s. d. 18,980 0 8	\$ 916,379 £ s. d. 109,910 17 8	\$ 313,327 £ s. d. 36,554 16 4	\$ 202,700 £ s. d. 23,548 6 8	\$ 1,039,247 £ s. d. 121,245 9 8	\$ 121,633 £ s. d. 14,190 10 4	\$ 75,020 £ s. d. 8,752 6 8					
Capital expenditure ...	...	\$ 7,820 £ s. d. 913 7 8	\$ 1,140 £ s. d. 133 0 0	\$ 6,800 £ s. d. 793 6 8	\$ 61,841 £ s. d. 7,214 15 8	\$ 4,919 £ s. d. 573 17 8						
Total ...	\$ 162,686 £ s. d. 18,980 0 8	\$ 924,208 £ s. d. 107,824 5 4	\$ 314,467 £ s. d. 36,657 16 4	\$ 209,500 £ s. d. 24,441 13 4	\$ 1,101,088 £ s. d. 128,460 5 4	\$ 126,552 £ s. d. 14,764 8 0	\$ 75,020 £ s. d. 8,752 6 8					
Total in Sterling money ...	\$ 646 £ s. d. 75 7 4	\$ 141 £ s. d. 16 9 0	\$ 57 £ s. d. 6 13 0	\$ 48 £ s. d. 5 12 0	\$ 24 £ s. d. 2 16 0	\$ 294 £ s. d. 34 6 0	\$ 113 £ s. d. 13 3 8					
Total average cost per pupil ...												

GENERAL TABLE VI—(cont.)  
GROSS EXPENDITURE ON CONTROLLED INSTITUTIONS—(cont.)

	Total.		From Federal Revenue.	From Fees.	From Mission or Denominational Funds.	From Other Sources, (Education rate, etc.)	Total.
	d	c	7	8	9	10	11
	Male and Female.						
Maintenance charges ...	\$ 2,830,992		\$ 2,325,092	\$ 260,545	\$ 6,141	\$ 239,214	\$ 2,830,992
	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
	330,282 8 0		271,260 14 8	30,306 18 4	716 9 0	27,908 6 0	330,282 8 0
Capital expenditure ...	\$ 82,520		\$ 74,589		\$ 7,940		\$ 82,520
	£ s. d.		£ s. d.		£ s. d.		£ s. d.
	9,628 7 8		8,702 1 0		926 6 8		9,628 7 8
Total ...	\$ 2,913,521		\$ 2,399,681	\$ 260,545	\$ 14,081	\$ 239,214	\$ 2,913,521
	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
	339,910 15 8		279,962 15 8	30,306 18 4	1,642 15 8	27,908 6 0	339,910 15 8
Total in Sterling money ...	\$ 48		\$ 41				\$ 48
	£ s. d.		£ s. d.				£ s. d.
	5 12 0		4 15 8				5 12 0
Total average cost per pupil ...							



# APPENDIX XIII.

## TABLE OF MALAY SCHOOLS AND PUPILS.

	No. of schools.		Average enrolment.		Average attendance.		Percentage of attendance.	
	1932.	1933.	1932.	1933.	1932.	1933.	1932.	1933.
<b>Boys.</b>								
Perak ... ..	213	211	15,733	15,006	14,372	13,595	91.3	90.5
Selangor ... ..	78	78	8,367	8,618	7,792	8,025	93.1	93.1
Negri Sembilan ... ..	81	80	6,773	6,769	6,384	6,315	94.3	93.0
Pahang ... ..	80	80	4,987	4,823	4,403	4,340	88.3	89.9
Total ... ..	452	449	35,860	35,216	32,951	32,275	91.9	91.6
<b>GIRLS.</b>								
Perak ... ..	64	61	3,894	3,330	3,540	3,018	90.9	90.6
Selangor ... ..	10	7	773	688	715	643	92.5	93.4
Negri Sembilan ... ..	8	8	523	500	479	465	91.6	93.0
Pahang ... ..	5	5	223	242	201	219	90.1	90.5
Total ... ..	87	81	5,413	4,760	4,935	4,345	91.2	91.2
GRAND TOTAL ... ..	539	530	41,273	39,976	37,886	36,620	91.8	91.6

APPENDIX XV.

TABLE OF CHINESE SCHOOLS, PUPILS AND TEACHERS.

State.	MODERN.												OLD STYLE.			TOTAL.		
	Public.			Mission.			Night.			Private.			Private.			Schools.	Pupils.	Teachers.
	Schools.	Pupils.	Teachers.	Schools.	Pupils.	Teachers.	Schools.	Pupils.	Teachers.	Schools.	Pupils.	Teachers.	Schools.	Pupils.	Teachers.			
Perak ...	110	10,055	377	6	227	13	4	42	4	13	313	15	20	533	24	153	11,170	433
Selangor ...	79	5,953	260	4	145	6	6	290	11	12	499	21	36	719	36	137	7,606	334
Negri Sembilan ...	38	2,030	64	1	35	1	1	31	1	1	19	1	3	86	3	44	2,201	70
Pahang ...	18	1,149	43	...	...	...	...	...	...	2	33	2	4	117	5	24	1,293	50
Total ...	245	19,187	744	11	407	20	11	363	16	28	864	39	63	1,455	68	358	22,270	887

• Boys ... 16,475  
Girls ... 5,795

22,270



APPENDIX XVI.

STATEMENT SHOWING AMOUNT OF GRANTS-IN-AID PAID  
TO CHINESE AIDED SCHOOLS.

State.	No. of schools.	Amount of grants paid.		Enrolment.	Average attendance.	Average cost per capita.	
		\$	c.			\$	c.
Perak ... ..	68	54,981	50	7,839	7,055	8	81
Selangor ... ..	32	20,067	00	2,656	2,341	7	89
Negri Sembilan ... ..	4	1,932	00	353	319	8	77
Pahang ... ..	2	540	50	130	128	5	35
Total ...	106	77,521	00	10,978	9,843	8	46

# APPENDIX XVII.

## TABLE SHOWING PERCENTAGE OF COST UNDER VARIOUS BRANCHES OF EDUCATION, 1933.

Branches of Education.	Numbers of Students.						Percentage of Departmental Expenditure including Head-quarters Charges. (Total Expenditure \$2,760,397.)					
	Perak.	Selangor.	Negri Sembilan.	Pahang.	Federal.	Federated Malay States.	Perak.	Selangor.	Negri Sembilan.	Pahang.	Federal.	Federated Malay States.
1. English—												
(a) Secondary ...	1,594	1,699	480	92	...	3,865	13	25	13	12	5	16
(b) Primary ...	5,451	5,105	1,477	527	...	12,560	40	44	36	28	5	38
2. Vernacular—												
(a) Malay ...	19,094	9,307	8,412	5,065	368	42,246	36	20	44	56	7	32
(b) Chinese ...	7,839	3,021	353	190	...	11,343	5	4	1	0	59*	4
(c) Tamil ...	3,756	3,449	1,126	250	...	8,581	8	4	3	1	6	3
(d) Javanese ...	...	...	...	31	...	31	...	...	...	0	...	0
3. Commercial—												
(a) Technical School ...	...	327	...	...	...	327	...	1	...	...	6	0
(b) Trade School ...	120	...	...	...	88	88	...	...	...	...	12	1
Totals ...	37,854	22,991	11,901	6,109	456	79,311	100	100	100	100	100	100

\* Sultan Idris Training College.



# APPENDIX XVII—(cont.)

## TABLE SHOWING PERCENTAGE OF COST UNDER VARIOUS BRANCHES OF EDUCATION, 1963—(cont.)

TABLE SHOWING PERCENTAGE OF GOVT. EXPENDITURE ON EDUCATION												
Branches of Education.	Percentage of Public Works Department Expenditure on the Whole Department. (Total Expenditure \$108,312.)						Percentage of Total Expenditure, Personal, Other Charges, Special Expenditure, and Grants-in-Aid. (Total Expenditure \$2,808,196.)					
	Perak.	Selangor.	Norri Sembilan.	Pahang.	Federal.	Federated Malay States.	Perak.	Selangor.	Norri Sembilan.	Pahang.	Personal.	
	%	%	%	%	%	%	%	%	%	%	%	
1. English—												
(a) Secondary ...	4	2	0	1	...	2	13	24	13	11	...	
(b) Primary ...	10	17	2	4	...	8	30	43	35	27	...	
2. Vernacular—												
(a) Malay ...	86	79	98	94	95*	( 75 ) ( 13* )	35	22	46	59	...	
(b) Chinese ...	...	0	...	...	...	0	5	4	0	0	...	
(c) Tamil ...	0	2	...	1	...	1	3	4	3	1	...	
(d) Javanese ...	...	...	...	...	...	...	...	...	...	0	...	
3. Commercial ...	...	...	...	...	...	...	...	1	...	...	...	
4. Vocational—												
(a) Technical School ...	...	...	...	...	5	1	...	...	...	...	...	
(b) Trade School ...	...	...	...	...	...	...	2	...	...	...	...	
Totals ...	100	100	100	100	100	100	100	100	100	100	100	

\* Sultan Idris Training College.

\* Sultan Idris Training College.

# APPENDIX XVIII.

## FEES, RULES GOVERNING EXEMPTIONS, AND SCHOLARSHIPS

### ENGLISH SCHOOLS.

The fees payable in Government schools and the fees at which the aided schools are required to account for the purposes of grant-in-aid are as follows:

#### A

For pupils enrolled prior to 1st January, 1934:

	Boys.	Girls.
I.—Monthly fee for pupils up to and including Standard IV ...	\$2.50	\$2.00 ✓
II.—Monthly fee for pupils above Standard IV ...	\$4.00	\$3.00 ✓

#### B

For pupils enrolled on or after 1st January, 1934:

	Boys and girls.
I.—Monthly fee for pupils up to and including Standard VI ...	\$3.00
II.—Monthly fee for pupils above Standard VI ...	\$6.00 or \$9.00

A proportion of pupils amounting to not less than 50 per cent. of the approved number of places may be admitted at \$6, such pupils shall be selected in order of merit. The fee for the remainder is \$9.

### PRIVATE ENGLISH SCHOOLS.

Fees varying from \$24 to \$60 a year are charged.

### GOVERNMENT MALAY SCHOOLS.

The education supplied is entirely free. School buildings, quarters for staff, staff, equipment and books are all provided gratis by Government.

### PRIVATE CHINESE SCHOOLS.

Fees ranging from 50 cents to \$2 a month are commonly charged but parents who are poor are exempted from payment.

### PRIVATE TAMIL SCHOOLS.

The fees charged vary from \$1 to \$2 a month.

### TECHNICAL SCHOOL, KUALA LUMPUR.

Most of the students in this school are apprentices from Government departments.

A few private students are admitted every year and they are required to pay fees. The fees for tuition are \$120 per session for full time courses payable quarterly in advance. The fees for special courses are \$7 per session for one hour per week.



## SULTAN IDRIS TRAINING COLLEGE.

This is a residential College for training male teachers for Malay schools in Straits Settlements and Federated Malay States. The expenses are shared between the two Governments in the proportion of one-third and two-thirds.

Students from Unfederated Malay States are also admitted into this College and the respective Governments pay \$515 a year for each student. This will be reduced to \$500 a year as from 1st January, 1935.

## SCHOOL OF AGRICULTURE, MALAYA.

There are two courses. The principal course, covering a period of three years, is conducted in English. The minor course, lasting one year, is conducted in Malay.

The school fees for the three years' course are \$10 a month, and for the one year course \$5 a month. All fees are payable by term in advance.

Malay agricultural students and pupils in training are exempted from payment of these fees.

## RULES GOVERNING EXEMPTIONS IN ENGLISH SCHOOLS.

In Government schools the Inspector of Schools with the approval of the British Resident of the State may grant partial or total remission of fees to deserving pupils in exceptional cases.

## SCHOLARSHIPS.

The following scholarships are available in English schools:

Description.	Conditions.	Value.
GOVERNMENT.—		
1. Queen's Scholarships.	These are open to both boys and girls who have passed their 17th birthday but not reached their 20th. They are awarded after a competitive examination conducted by Cambridge University. Competitors must have passed the Cambridge School Certificate giving the holders exemption from responsibilities at Oxford or the previous examination at Cambridge. Two scholarships are awarded annually, one confined to Malays and the other open to all races. Selected candidates go to Oxford or Cambridge. No scholarship is tenable for more than six years.	The minimum amount is £150 a year but this may be increased to any sum not exceeding £500 for the first year and £400 for any subsequent year.

Description.	Conditions.	Value.
2. King Edward VII College of Medicine.	Three entrance scholarships and five exhibitions are awarded annually on the results of the Cambridge School Certificate Examination. Preference is given to candidates born or educated in Malaya. The scholarships and exhibitions are tenable for six years and five years respectively.	Three scholarships at \$30, \$25, \$20 a month respectively. The exhibitions at \$20 each a month. Scholars and exhibitioners are exempted from payment of tuition and examination fees.
3. Perak Government Scholarships.	Thirty scholarships are awarded annually. They are open to all boys who have passed Standard IV in a Malay school and who are under 11 years of age when they enter an English school. Preference will be given to the sons of Perak Malays who are in poor circumstances and live at a distance from an English school. They are tenable for seven years. The total number of scholarships held in any one year must not exceed 210.	\$120 a year. Each carries exemption from school fees and the privilege of free books.
4. Selangor Government Scholarships.	These are open (a) to all boys who have passed Standard IV or V in a Malay school and who are under 11 at the date of entry to an English school, (b) to any deserving Malay boy of conspicuous ability in any of the standards of an English school. Preference is given to sons of Selangor Malays who are in poor circumstances and live at a distance from an English school. The number of scholarships awarded annually depends upon vacancies.	\$120 a year. Each carries exemption from school fees. Government scholars are expected to provide their own books.
5. Negri Sembilan Government Scholarships.	These are open to all boys who have passed Standard IV in a Malay school and who are under 11 years of age when entering an English school. Preference will be given to sons of Negri Sembilan Malays who are in poor circumstances and live at a distance from an English school.	\$120 a year. Each carries exemption from school fees and privilege of free books.



Description.	Conditions.	Value.
6. Pahang ment ships.	Each scholarship will be awarded for one year but will be renewable yearly to a maximum of six times. The total number held in any one year should not exceed 70.  These are open (a) to all Malay children who have passed Standard IV or V in a Malay school and who are under 11 years of age when they join an English school, (b) to any deserving Malay child of conspicuous ability in any of the standards of an English school. Preference will be given to the children of Pahang Malays. The total number held in any one year should not exceed 50. Each scholarship is awarded for one year but is renewable yearly to a maximum of six years.	\$8 each per mensem during term time. Each carries in addition exemption from school fees and the privilege of free books.
PRIVATE.—		
7. Wise and Butler Scholarships.	These are awarded to pupils of the Malay Residential School at Kuala Kangsar.	Two annual prizes of \$50 and \$25 respectively and also a scholarship of \$5 per mensem for boys with parents of slender means.
8. Loke Yew Scholarships.	Four Loke Yew scholarships and four donors' are given by the Hong Kong University. They are divided between boys born and educated in the Straits Settlements and Federated Malay States. The scholarships are tenable for five years only.	The four Loke Yew scholarships entitle scholars only to free tuition, board and lodging during the term and vacation. The four donor scholarships provide only free tuition at the University.
9. Haji Abdul Jalil Scholarship.	The scholarship is tenable for one year at the Sultan Idris Training College. Selection will be made from the candidates who obtain first class honours in the final college examination.	Income from the investment of \$5,500.
10. Scholarships at King Edward VII School, Taiping.	Six scholarships are awarded annually to boys of any race who show outstanding merit and whose circumstances warrant financial assistance. They are tenable for one year but renewable if conduct and progress are satisfactory.	Two at \$120 a year and four at \$30 per annum.

Description.	Conditions.	Value
11. Cheah Boon Hean Scholarship.	This is awarded to the pupil of any race at King Edward VII School, Tumpu, who secures the highest marks in the Junior Cambridge examination provided he remains one more year and presents himself for the School Certificate examination.	\$30 a year.
12. Cheah Cheang Lim Scholarship.	This scholarship may be held at certain Ipoh schools. It is awarded after a competitive examination and is open to pupils of all nationalities.	\$50 a year.
13. The Moullin Scholarship.	This is open to Malay boys who have attended a vernacular school in Ulu Langat district for at least one year.	Interest derived from the investment of £200.
14. *The Treacher Scholarship.	This is awarded to the best boy in the Cambridge Junior Classes in the Victoria Institution, Kuala Lumpur. The holder should be under 17 years of age. It is tenable for two years.	\$10 a month.
15. *The Nugent Walsh Scholarship.	This is tenable for one year at the Victoria Institution, Kuala Lumpur. It is open to boys in the Junior Cambridge Classes.	\$6 a month.
16. *The Rodger Medal.	This is awarded to the best scholar in the Victoria Institution, Kuala Lumpur.	A Gold Medal.
17. *The Steve Harper Memorial Fund.	This provides fund for the purchase of books for those boys at the Victoria Institution, Kuala Lumpur, whose parents are poor.	\$60 per annum.
18. *The Goldthorpe Memorial Fund.	" "	\$50 per annum.
19. *The Old Boys Scholarship Fund.	This is open to boys under 16 years of age who have been pupils in the Victoria Institution, Kuala Lumpur.	\$275 per annum.

\* Tenable at the Victoria Institution, Kuala Lumpur.